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ABSTRACT

This second volume of the University of California, Irvine (UCI), Student Affirmative Action (SAA) Five-Year Plan contains the complete student affirmative action plans as submitted by 33 academic and administrative units at UCI. The volume is organized by type of unit: academic units, academic retention units, outreach units, and student life units. A list is provided of the units within each of the four types. Each unit provided updates of their 1983-1984 SAA activities and plans for 1984-1985. Each unit relates their activities to the revised SAA goals and objectives. A chart provides an overview of the total number of 1984-1985 SAA activities submitted by 33 units at UCI. For each unit, information is provided on the number of comprehensive programs versus the number that are smaller-scale activities, projects, or events. Other charts summarize information for each unit such as: number of 1984-1985 activities and whether they are ongoing or planned, the general orientation or focus of the unit, the unit's SAA target group, and two examples of typical SAA activities. (SW)

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ED287339

UNIVERSITY OF CALIFORNIA, IRVINE

STUDENT AFFIRMATIVE ACTION / FIVE-YEAR PLAN ~~AND PLANNING~~ PROCESS

1984-1988

VOLUME II

July 1, 1984

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A. OVERVIEW OF UNIT SAA PLANS

Volume II of the University of California, Irvine, Student Affirmative Action Five-Year Plan contains the complete student affirmative action plans as submitted by 33 academic and administrative units at UCI. Volume II is organized by type of unit: academic units (Section B), academic retention units (Section C), outreach units (Section D), and student life units (Section E). Table 1 lists each of the units within each of the four types.

The plans contained in Volume II were submitted by each unit to the Office of Academic Affairs in response to a specific request asking each unit to provide updates of their 1983-84 SAA activities and to develop plans for 1984-85. Each unit was asked to relate their activities to the revised SAA goals and objectives (see Volume I). Forms were supplied to each unit with a set of instructions (see "Instructions for SAA Formats" at the end of this section). Each unit was asked to submit three items: (1) updated 1983-84 SAA activities which had been listed in UCI's previous SAA plan (1983), (2) proposed SAA activities for 1984-85, and (3) a schedule for the 1984-85 activities.

To assist each unit with development of ideas and preparation of their SAA plans, staff of the Office of Academic Affairs met with each unit during March, 1984. During these meetings, there were discussions regarding student affirmative action issues as well as sharing of ideas

Table 1

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES

NUMBER OF ACTIVITIES BY SCOPE
COMPREHENSIVE PROGRAMS VS. ACTIVITIES/PROJECTS/EVENTS

UNIT TYPE	UNIT NAME	COMP PROGRAMS	ACT/EVENTS/PROJS	TOTAL
ACADEMIC	BIOLOGICAL SCIENCES	5	23	28
	ENGINEERING	7	7	14
	FINE ARTS	4	5	9
	HUMANITIES	7	5	12
	INFO/COMPUTER SCIENCES	3	0	3
	PHYSICAL EDUCATION	1	2	3
	PHYSICAL SCIENCES	9	1	10
	SOCIAL ECOLOGY	5	1	6
	SOCIAL SCIENCES	3	0	3
	TEACHER EDUCATION	5	8	13
	UNDERGRADUATE STUDIES	5	2	7
ACADEMIC RETENTION	ACADEMIC COUNSELORS	2	2	4
	GRAD STUDIES/RESEARCH	2	4	6
	LEARNING SKILLS CENTER	13	3	16
	PROG ACAD SUPPORT SERVICES	6	1	7
	SPECIAL SERVICES	14	0	14
	TUTORIAL ASSISTANCE PROGRAM	5	3	8
OUTREACH	ADMISSIONS	4	2	6
	ALUMNI AFFAIRS	3	0	3
	EOP/SAA:CENTRAL OFFICE	3	4	7
	EOP/SAA:EARLY OUTREACH	10	2	12
	EOP/SAA:IMMEDIATE OUTREACH	5	6	11
	PROJECT RADIUS	3	2	5
	RELATIONS W SCHOOLS/COLLEGES	8	14	22
STUDENT LIFE	CAREER PLANNING/PLACEMENT CNTR	7	3	10
	COUNSELING CENTER	7	3	10
	CROSS-CULTURAL CENTER	5	5	10
	DISABLED STUDENT SERVICES	4	0	4
	FINANCIAL AID	2	10	12
	HOUSING/FOOD SERVICES	9	7	16
	INTERNATIONAL SERVICES	0	1	1
	STUDENT ACTIVITIES	4	0	4
	STUDENT SUPPORT SERVICES	5	0	5
	UNIVERSITY CENTER	4	3	7
	WOMEN'S RESOURCE CENTER	4	1	5
TOTAL		183	130	313

and activities. These meetings were an integral part of the SAA process that was implemented during 1983-84 and described in full in Volume I. Following these meetings, each unit submitted a preliminary version of their plans. These preliminary plans were reviewed and returned to the units with questions and comments attached. Each unit was then given the opportunity to make additional changes, if desired. Final SAA plans were submitted by each unit at the end of April.

During May and June, the final SAA plans were studied and analyzed, resulting in the several summary tables presented in Volume I. All 1984-85 SAA activities (total number = 313) were coded to produce the computerized tables (see Table 1, for example).

The unit plans, as contained in this volume, will be shared with all of the UCI units involved in the SAA plan and planning process. It is anticipated that disseminating these plans will facilitate the sharing of ideas among units and promote cooperative ventures.

Table 1 presents a quick overview of the total number of 1984-85 SAA activities submitted by 33 units at UCI. It shows, for each unit (listed by type of unit), the number of comprehensive programs vs. the number that are smaller-scale activities, projects or events. Table 2 summarizes information for each unit (listed alphabetically), such as: number of 1984-85 SAA activities and whether they are ongoing or planned, the general orientation or focus of the unit, the unit's SAA target group, and two examples of typical SAA activities.

Table 2

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME		
Academic Counselors	NO. OF ACTIVITIES:	Total = 04, Ongoing = 03, Planned = 01
	GENERAL ORIENTATION:	Enrollment,Retention
	SAA TARGET GROUP:	SAA applicants/SAA UCI stds
	EXAMPLE 1:	Dev workshops for counselors on cultural differences (All ret goals/O)
	EXAMPLE 2:	Dev "O" Week orientation program for SAA students (IID/P)
Admissions	NO. OF ACTIVITIES:	Total = 06, Ongoing = 05, Planned = 01
	GENERAL ORIENTATION:	Outreach,Enrollment
	SAA TARGET GROUP:	SAA applicants
	EXAMPLE 1:	Research factors related to academic perf. of SAA students (IID/O)
	EXAMPLE 2:	Encourage retesting for promising low-scoring SAA applicants (IID/P)
Alumni Affairs	NO. OF ACTIVITIES:	Total = 03, Ongoing = 03, Planned = 00
	GENERAL ORIENTATION:	Outreach,Enrollment
	SAA TARGET GROUP:	SAA applicants
	EXAMPLE 1:	Conduct Ask-An-Alum Program (IID/O)
	EXAMPLE 2:	Conduct Honors Scholarship Program (IID/O)
Biological Sciences	NO. OF ACTIVITIES:	Total = 28, Ongoing = 26, Planned = 02
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Bio Sci students
	EXAMPLE 1:	Provide minority peer advisor counseling (IV-VIIBD,VIIICD/O)
	EXAMPLE 2:	Participate in Native-Amer pre-admissions workshop (V-VIIIE, VIIIF/O)
Career Plan/Place Cntr	NO. OF ACTIVITIES:	Total = 10, Ongoing = 09, Planned = 01
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide career planning workshops for Frosh/Soph SAA students (VE/O)
	EXAMPLE 2:	Implement mentorship program for SAA Juniors (VIIE/P)
Counseling Center	NO. OF ACTIVITIES:	Total = 10, Ongoing = 08, Planned = 02
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Conduct Minority Peer Counseling Program (All ret goals/O)
	EXAMPLE 2:	Conduct cultural awareness workshop for Deans/Assoc Deans (All ret goals/P)
Cross-Cultural Center	NO. OF ACTIVITIES:	Total = 10, Ongoing = 10, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Conduct Success Guidance Workshop for new EOP/SAA students (IVB,VIB/O)
	EXAMPLE 2:	Conduct Black Awards Banquet, Chicano/Latino Graduation (VIIIB/O)
Disabled Student Services	NO. OF ACTIVITIES:	Total = 04, Ongoing = 04, Planned = 00
	GENERAL ORIENTATION:	Outreach,Enrollment,Retention
	SAA TARGET GROUP:	SAA disabled students
	EXAMPLE 1:	Provide acad support services required by disability (IV-VIIB,VIIIC/O)
	EXAMPLE 2:	Provide counseling on college disability mgt (IV-VIIID/O)

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME		
Engineering	NO. OF ACTIVITIES:	Total = 14, Ongoing = 04, Planned = 10
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Engineering students
	EXAMPLE 1:	Provide free SAA tutoring by Eng Honorary societies (IV-VIIAC,VIIIAB/P)
	EXAMPLE 2:	Offer comprehensive acad services through ECSEL (IV-VIIAC,VIIIAB/O)
EOP/SAA:Central Office	NO. OF ACTIVITIES:	Total = 07, Ongoing = 04, Planned = 03
	GENERAL ORIENTATION:	OUTREACH
	SAA TARGET GROUP:	SAA JR/SR HS and CC
	EXAMPLE 1:	Recruit SAA students for Early/Immed. programs (I-IIA, IIIB/O)
	EXAMPLE 2:	Implement computer-assisted data collection system (All goals/O)
EOP/SAA:Early Outreach	NO. OF ACTIVITIES:	Total = 12, Ongoing = 08, Planned = 04
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	SAA JR/SR HS
	EXAMPLE 1:	Conduct Saturday College for JR HS SAA students (IABC/O)
	EXAMPLE 2:	Conduct Summer Bridge Prog for 9-grds in STEP schools (IIABC/P)
EOP/SAA:Immediate Outreac	NO. OF ACTIVITIES:	Total = 11, Ongoing = 07, Planned = 04
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	SAA SR HS and CC
	EXAMPLE 1:	Admissions in the field at Santa Ana/Banning HS (IID/O)
	EXAMPLE 2:	SAA Honors referral to Dean/Scholars Committee (IID/O)
Financial Aid	NO. OF ACTIVITIES:	Total = 12, Ongoing = 10, Planned = 02
	GENERAL ORIENTATION:	Outreach,Enrollment
	SAA TARGET GROUP:	SAA applicants/SAA UCI stds
	EXAMPLE 1:	Conduct financial aid night at target high schools (IIABD/O)
	EXAMPLE 2:	Provide on-site financial need analysis (IIABD/P)
Fine Arts	NO. OF ACTIVITIES:	Total = 09, Ongoing = 09, Planned = 00
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Fine Arts students
	EXAMPLE 1:	Hold "Get Acquainted" interviews with SAA FA students (All ret goals/O)
	EXAMPLE 2:	Identify 5+ events to invite potential SAA students (All ret goals/P)
Grad Studies/Research	NO. OF ACTIVITIES:	Total = 06, Ongoing = 06, Planned = 00
	GENERAL ORIENTATION:	Graduation
	SAA TARGET GROUP:	SAA UCI/Other Seniors
	EXAMPLE 1:	Assist SAA students in applying for Grad School (VIIIF/O)
	EXAMPLE 2:	Participate in Graduate Information Day (VIIIF/O)
Housing/Food Services	NO. OF ACTIVITIES:	Total = 16, Ongoing = 16, Planned = 00
	GENERAL ORIENTATION:	Enrollment,Retention
	SAA TARGET GROUP:	SAA applicants/SAA UCI stds
	EXAMPLE 1:	Conduct Special Housing Program for EOP/SAA students (IVF/O)

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME		
	EXAMPLE 2:	Provide residential classes/ethnic awareness (IVDEF,VDEF,VIDEF/O)
Humanities	NO. OF ACTIVITIES:	Total = 12, Ongoing = 12, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Humanities students
	EXAMPLE 1:	Send congrats letters to outstanding SAA Hum students (IV-VIIIA/P)
	EXAMPLE 2:	Invite SAA students to join department organizations (IV-VIIID/O)
Info/Computer Sciences	NO. OF ACTIVITIES:	Total = 03, Ongoing = 03, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA ICS students
	EXAMPLE 1:	Participate in special UCI outreach activities (IID,IIIA/O)
	EXAMPLE 2:	Support ECSEL for SAA students in ICS (IV-VIII All/O)
International Services	NO. OF ACTIVITIES:	Total = 01, Ongoing = 01, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA international students
	EXAMPLE 1:	Sponsor International Day/invite SAA students (V-VIIID/O)
	EXAMPLE 2:	
Learning Skills Center	NO. OF ACTIVITIES:	Total = 16, Ongoing = 16, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide math anxiety workshops (VIAC,VIIAC,VIIIB/O)
	EXAMPLE 2:	Increase SAA participation in all services (IV-VIIB,VIIIC/O)
Physical Education	NO. OF ACTIVITIES:	Total = 03, Ongoing = 01, Planned = 02
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA students in PE/REC classes
	EXAMPLE 1:	Survey SAA students for interest in rec/sports clubs (All ret goals/P)
	EXAMPLE 2:	Identify SAA athletes eligible for tutoring (All ret goals/O)
Physical Sciences	NO. OF ACTIVITIES:	Total = 10, Ongoing = 07, Planned = 03
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Physical Sciences students
	EXAMPLE 1:	Sponsor Summer Science/Math Institutes for teachers (II all/O)
	EXAMPLE 2:	Reestablish Summer Sci Prog for retention of SAA students (V-VIIAC/P)
Prog Acad Support Service	NO. OF ACTIVITIES:	Total = 07, Ongoing = 04, Planned = 03
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Administer Skills Asses Prog to Frosh and Transfer Students (IVB,VIB/O)
	EXAMPLE 2:	Conduct Preparatory Skills Instruction Program (IV-VIIA,VIIIG/O)
Project Radius	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	Teachers in target schools

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME		
	EXAMPLE 1:	Conduct UCI Writing Proj Summer Inst/teachers from EOP schools (IB,IIC/O)
	EXAMPLE 2:	Conduct Sci & Math Mentor Teacher Proj/teachers from EOP schools (IB,IIC/O)
Relations w Schools/Colle	NO. OF ACTIVITIES:	Total = 22, Ongoing = 13, Planned = 09
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	SAA JR/SR HS and CC
	EXAMPLE 1:	Conduct assemblies at target schools for SAA 8-graders/parents (IIABCD/P)
	EXAMPLE 2:	Support Santa Monica College Overnight Program (IIIABCDE/O)
Social Ecology	NO. OF ACTIVITIES:	Total = 06, Ongoing = 03, Planned = 03
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Soc Ecol/SAA SR HS & CC
	EXAMPLE 1:	Student mentor program (All ret goals/P)
	EXAMPLE 2:	Outreach to HSs and CCs with sizeable SAA populations (II,III all/P)
Social Sciences	NO. OF ACTIVITIES:	Total = 03, Ongoing = 02, Planned = 01
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Social Sciences students
	EXAMPLE 1:	Develop Social Sciences Summer Skills Institute (VC/P)
	EXAMPLE 2:	Dev strategies to attract high quality SAA applicants as majors (IID/P)
Special Services	NO. OF ACTIVITIES:	Total = 14, Ongoing = 14, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Conduct SEOP for special action admitted students (IVABCDEF/O)
	EXAMPLE 2:	Provide counseling services to all EOP/SAA students (All ret goals/O)
Student Activities	NO. OF ACTIVITIES:	Total = 04, Ongoing = 04, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Schedule cultural programs quarterly (IV-VIIID/O)
	EXAMPLE 2:	Provide office space for SAA student organizations (IV-VIIID/O)
Student Support Services	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Conduct SPOP workshops for new students (IID,IVBD,VIB/O)
	EXAMPLE 2:	Conduct Summer Orientation Workshop for new transfers to UCI (VID/O)
Teacher Education	NO. OF ACTIVITIES:	Total = 13, Ongoing = 13, Planned = 00
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Teacher Educ students
	EXAMPLE 1:	Enroll SAA students in ED100 course (IAC,IIBC,IVDE,V-VIIF,VIIIG/O)
	EXAMPLE 2:	Hold counseling sessions to dev specific career plans (VII-VIIID,VIIIE/O)
Tutorial Assistance Prog	NO. OF ACTIVITIES:	Total = 08, Ongoing = 08, Planned = 00
	GENERAL ORIENTATION:	Retention

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OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME		
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide indiv/group tutoring for EOP/SAA students (IV-VABC/O)
	EXAMPLE 2:	Science/Engr Student Assessment Project (All ret goals/O)
Undergraduate Studies	NO. OF ACTIVITIES:	Total = 07, Ongoing = 02, Planned = 05
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA unaffiliated students
	EXAMPLE 1:	Dev campus-wide conference focused on student success (All ret goals/P)
	EXAMPLE 2:	Dev grant program for culturally-diverse curr material (All ret goals/O)
University Center	NO. OF ACTIVITIES:	Total = 07, Ongoing = 05, Planned = 02
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide culturally-diverse music in Sound Connection (IV-VIIID/O)
	EXAMPLE 2:	Determine use of Univ Cntr by students of ethnic background (IV-VIIID/P)
Women's Resource Center	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Sponsor Black Women's Support Group (IV-VIIID/O)
	EXAMPLE 2:	Sponsor Third World Role Models in Careers (V-VIIIE/O)

Instructions for SAA Formats

To help you fill out the form, we hope the below information will be helpful. We will be meeting with you early on to discuss how to use these. While they may appear to be overly comprehensive, we hope they will help you think through how the activities focus on SAA efforts. Examples are included.

1983-84 SAA Program Activities

1. Program Activities

List all activities/events that your unit has undertaken in 1983-84 that focus specifically on outreach, enrollment and/or retention of SAA students.

2. Program Participants (if applicable)

Describe the students who participated in the activities described in #1, how were they selected to participate? How many (or what percent) of these students were SAA students? Some units' activities for 1983-84 may not have included any students; if so, put N/A.

3. Outcomes

Describe the outcomes of the program. How do you know if the program was effective or successful? How did you measure the outcomes? What comparisons, if any, can you make between outcome for program participants and for others?

1984-85 SAA Program Activities

1. UCI SAA Goal/Objective

Identify by number the SAA Goal and Objective that is most related to your program objectives.

2. Program Objectives

What is the purpose of your program? What need does it address?

3. Program Activities

List all activities/events that your unit plans to undertake in 1984-85 that focus specifically on outreach, enrollment and/or retention of SAA students.

4. Program Participants

Describe the students who will participate in each of the planned activities; how will students be selected to participate? How many (or what percent) of these students will be SAA students?

5. Expected Outcomes

What outcomes do you expect at the end of the programs? What changes do you expect in students' academic performance, interests, attitudes, other behaviors?

6. Measures of Outcomes

How do you plan to measure the expected outcomes: grade point averages, program participation rates, attitudinal questionnaire, etc.? Indicate what measurements will be made for each expected outcome.

1984-85 Schedule of Activities

1. Program Activities/Events

List under this heading all major program activities and major events (e.g., identify faculty to serve as mentors, develop curricular material, hold workshops, Saturday College days, etc.). Identify approximate dates or time periods for these activities.

2. Measurement of Outcomes

List measures to be used (as listed under last column of 1984-85 SAA Program Activities) and approximate dates when data will be collected.

3. Progress Reports

Identify a date during 1984-85 that you will be able to prepare a progress report for the AVC/AA, describing activities to date, problems and potential solutions, any changes in program plans or measurement of outcomes.

4. Final Report

A final report on 1984-85 activities will be requested by AVC/AA during Summer, 1985. This requirement should be included in all program plans.

B. ACADEMIC UNITS

Biological Sciences

Engineering

Fine Arts

Humanities

Information and Computer Science

Physical Education

Physical Sciences

Social Ecology

Social Sciences

Teacher Education

Undergraduate Studies

BIOLOGICAL SCIENCES

Unit: Biological Sciences

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I.A. & I.C. Increase the # of SAA students in obtaining a postsec/univ. education Develop self-confidence & personal goals for SAA students II.A.; II.B.; II.C. & II.D Increase # of SAA students in obtaining a postsec/univ. ed. Improve academic performance in high school Increase # SAA students admissible to UC Increase # SAA students who apply & enroll in UC & other instit. high.ed	Increase # SAA 7th & 8th graders in obtaining post-sec/univ. educa. Increase # SAA 7th & 8th graders in enrolling in college prep study in high school Increase # SAA students enrolled in college prep study in hi school Assist students in achievement of academic skills in math & science & increase # of SAA students mastering subj. matter in math/sci. to succeed in college-level courses Increase # of SAA participants in Conference	Expanding Your Horizons--Women in Science and Math Conference: a one-day conference designed to motivate girls to continue studies in math & sci in high school and college; to encourage girls to pursue math & sci careers; to provide role models through use of professional minority women as speakers. Speakers will emphasize their own career paths and the import. of completing math & sci course work throughout hi school & coll Provide variety of speakers representing new/different careers in math & sci currently underrepresent. with women & minorities. Develop contacts with SAA predominate jr & sr high school enrollment.	Junior and senior high school SAA girls	Increase # of SAA participants in Conference Same as Program Obj.	# SAA participants in '83, '84, & '85 #SAA participants enrolled in college-prep study #SAA participants enrolled in college #SAA participants enrolled in math/sci curricul. #SAA participants completing 3-4 yrs math in high school

Unit: Biological Sciences

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II.A; II.B.; II.C. & II.D. Increase # of SAA students in obtain a postsec/univ ed.	Increase # SAA st. enrolled in college prep study in hi school	Visit selected high school & community college campuses with EOP staff	Bio Sci Academic Counselor and EOP rep. to meet with SAA students from selected high schools and community colleges	Increase # SAA students enrolled in college prep study in high school	Review high school transcripts of participants
Improve academic perform. in hi school	Increase math/sci prep for college	Expose students to research activities and facilities at UCI		Increase math/sci prep for college	Review transcripts of participants, note course work completed
Increase # SAA students admiss. to UC	Develop general plan for educational/ career options	Stress academic preparation Explore educational and career options			
Increase # SAA students who apply & enroll in UC & other institut. high ed.	Work with schools to develop college prep science progrs.	Work with faculty to develop and improve articulation agreements		Increase # SAA transfer students to UCI	
III.A; III.B.; III.C.; III.D.; III.E.	Assist # SAA students who receive orienta. on transfer.	(1983-4 SAA Program Activities under OUTREACH ACTIVITIES will be continued for 1984-5. The above is simply a less specific (i.e., we didn't identify schools) outline.		D.1.2.3.	Review transcripts of participants, note course work completed
	Increase # SAA students who transfer to UCI				
	III.D.1.2.3.				

Unit: Biological Sciences

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.B.; IV.D. V.B.; V.D; VI.B.; VI.D.; VII.B.; VII.D.; VIII.C.; VIII.D.	Increase utiliza. of academic support services, i.e. academic counseling	Ongoing, frequent meetings with Bio Sci Student Organizations	Members of Black Students in Science Org.; Chicanos for Creative Medicine; and Third World Women in Health	Increase utilization of academic support services specifically academic counseling	Tally # SAA students who see academic counselors & frequency of visits
		Provide resource information on TAP, LSC, Special Services, etc.			
	Increase opportunities for participation in social environ.	Provide information on variety of activities and events	Bio Sci SAA majors as well		
IV.A.; IV.C.; V.A.; V.C: VI.A.; VI.C.; VII.A.; VII.C.; VIII.B.;	Increase gpa of Bio Sci SAA students	Referral to academic support services and monitoring use of such services		Increase gpa of Bio Sci SAA students	End of year calculation of gpa
	Increase retention rate of Bio Sci SAA students			Increase retention rate of Bio Sci SAA students	End of year calculation of # Bio Sci SAA students
V.E.; VI. E.; VII.E.; VIII.E; VIII.F.	Develop career plans for Bio Sci SAA transfers, jrs., & srs.	Provide students with career information, workshops, & develop an understanding of relationship of career/academic preparation		Increase # SAA students accepted to grad/prof. schools.	Review Graduation Applications for future plans
					Prepare report based on Assoc. Am. Medical Colleges American Dental Assn., & other feedback from health sci professional schools.

Unit: Biological Sciences

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V.E.; VI.E.; VII.E.	Increase # SAA students who participate in Summer Enrichment Programs for premeds.	Inform all SAA Bio Sci majors of Enrichment programs Provide letters of recommendation for programs Meet with program directors & promote UCI students Select 15 SAA Bio Sci majors for participation in UCI-CCM Premedical Program	All Bio Sci SAA premedical students 15 SAA Bio Sci majors	Increase # of participants in Enrichment Program Eventually increase # of SAA students accepted to medical school	Review enrollment of records of students furnished by program Review records furnished by medical schools of accepted students

ENGINEERING

NOTE: "Engineering students" refers to both Engineering and Unaffiliated/Engineering students.

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj.	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
A. To increase underrepresented SAA student's success. B. To retain SAA students as eligible to the following year.	To increase the academic success of SAA Engineering and Unaffiliated/ Engineering students allowing them to continue their academic program.	Identify Engineering SAA files To assist in identifying SAA students, all student academic files will be identified for the counseling staff by colored dots.	NA	This will facilitate the staff in continuing to provide the additional needed special attention towards delivery of on-campus services available.	NA
		SEOP Academic Counseling The School of Engineering-Student Affairs has discussed with the Office of Special Services the delivery of personalized academic counseling during the Summer Educational Opportunity Program (SEOP). During the past few summers, an Engineering counselor has provided a group advising session and attended an informal gathering which included dinner and social activities afterwards.	Engineering SAA students who are participating in the Summer Educational Opportunity Program.	To provide one-on-one counseling enables the students to meet the staff, share personal aspirations, become familiar with how to achieve goals and to become acquainted with an academic counselor on a non-threatening level.	Evaluation by participants
		Engineering Honorary Societies to provide tutoring for SAA students at no cost. Both Tau Beta Pi, an honorary society for all Junior/Senior undergraduates and Eta Kappa Nu, an Electrical Engineering Honor Society will be required as part of their organizational responsibilities to provide tutoring at no cost to those SAA students who request assistance	Engineering Honorary Society members and SAA Engineering students.	Increased opportunity for tutoring utilization. This program will be located in the Engineering building and provided at no cost.	Measure differences in SAA students' GPA before and after tutoring. Evaluation by participants.

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
cont.	cont.	Engineering and Computer Science Educational Laboratory (ECSEL) Unless funding becomes available to support an intensive upper-division tutoring component, a full-time coordinator/mentor, and permanent space allocation is secured, ECSEL will be disbanded.	SAA Engineering and Information & Computer Science students	NA	NA
		Faculty Advising for SAA students Currently, those students who have successfully matriculated through Freshman/Sophomore years are provided faculty advisors beginning their Junior year. To establish additional support for the SAA population, faculty advisors will be assigned to both Freshman and Sophomore SAA students.	SAA Freshman and Sophomore Engineering students	SAA Freshman and Sophomore students will be monitored on a quarterly basis by their faculty advisor, as well as the academic counseling staff. Hopefully, SAA students will develop a closer relationship with their faculty advisor due to earlier contact.	Evaluation by SAA students
		Increased correspondence to SAA students Most student correspondence on a quarterly basis focuses on academic probation/dismissal and the Dean's Honor List. More SAA students receive probation letters than congratulations letters. A personalized letter will be sent to encourage those who are having difficulty, and a letter of congratulations will be sent to those who earn a 2.0 GPA or higher.	SAA Engineering students	As SAA students generally receive academic probation or dismissal letters, a negative attitude towards the academic counseling office could develop. Correspondence of a positive/supportive nature will help to alleviate this problem	NA

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
cont.	cont.	Pull Engineering SAA students' registration packets for Winter and Spring quarters To insure all SAA students see an academic counselor, registration packets will be pulled for the Winter and Spring quarters. For those hesitant in seeking assistance, this will act as a catalyst.	Engineering SAA students	All SAA students will be required to meet with an academic counselor. Currently, we can not enforce quarterly academic advising sessions. Therefore, academic contact with the SAA students will be increased.	NA, SAA students will have to meet with an academic advisor if they wish to register.
		Encourage Unaffiliated/Engineering students As in the 1983/1984 SAA objectives, we will continue to send Unaffiliated/Engineering students, including SAA, the pamphlet "Questions & Answers, Helpful Hints for Students of Engineering" Written by both Dr. Schinzinger and Robin Alward, this is an 18 page critique survival handbook explaining how to succeed as an engineering student.	Unaffiliated/Engineering students, SAA included	Unaffiliated/Engineering students willhave a better understanding of the rigorous Engineering program.	NA

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
C. To enhance the social adjustment of underrepresented SAA students to the University.	To increase the positive attitude of SAA students towards the University.	Special Summer Academic Advising and Orientation Program The School of Engineering will offer three half-day advising sessions earmarked for SAA students. Dr. Christine Hall, a counseling psychologist, Lydia Ledesma-Leonard, Assistant Program Coordinator for the Assistant Vice Chancellor, and the Office of Special Services will provide a session on the realities of the UCI Engineering program and the complexities of the instutution. Students will be "stroked" for achieving academic success thus far and encouraged to use the services available. Additionally, it is expected PASS testing results will be utilized to assist in providing accurate course placements.	All incoming Engineering SAA students	SAA students will find the adjustment to the University easier. SAA students will have time during the summer to prepare mentally and emotionally for the rigors of the Engineering program.	Evaluation by participants
		SAA Parent Night/Orientation Program Both full-time counselors and Peer Academic Advisors will host three (3) parent night orientations to be held in July, August, and September. These two hour presentations will be adapted to discuss the realities of the program, the expectations of Engineering SAA students, to answer questions and for parents to become acquainted with the academic advising staff.	All Engineering SAA students and their parents.	SAA parents will be informed of the transitions that their son/daughter will matriculate through at the University. SAA parents will be educated to the rigors of Engineering and what will be expected to be acomplished. Hopefully, this information will lead to increased family understanding of UCI and the Engineering program.	Evaluation by participants following with increased family support of the student if the student encounters academic difficulty.

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
D. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.	To increase SAA enrollment in the School of Engineering.	Outreach for SAA students Both academic counselors will visit selected SAA highschools and Community Colleges in order to attract a greater population of SAA students. We expect to work in conjunction with the Educational Opportunity Program and the Office of Relations with Schools and Colleges.	SAA students at selected outreach highschools and Community Colleges	Increased SAA enrollment in the School of Engineering	Increase in the number of new SAA students enrolled
		Attend SAA Conferences One of the academic counselors will request monies to attend any conferences held in California pertaining to counseling the culturally different.	School of Engineering Academic Counselors	Hopefully, new ideas can be incorporated into our own system to assist in strengthening our services.	Number of new ideas used by the counseling staff that have been acquired from the Counseling Conferences.
E. To assist underrepresented SAA students in understanding the relationship between the undergraduate curriculum and future educational and career alternatives. F. To assist underrepresented SAA students to develop specific educational and career goals and to formulate plans for reaching those goals.	To increase the number of SAA students utilizing the CPPC.	Resume Writing Workshop As in the 1983/1984 SAA plan, we will continue to provide resume writing workshops to SAA students. The workshops are sponsored by Mrs. Lorraine O'Donnell of the Career Planning & Placement Center.	All Engineering students, including SAA	Increased use of the Career Planning and Placement Center through familarity with staff and services.	Evaluations by paricipants and information from the Career Planning & Placement Center of SAA usage.

Unit: Engineering

Date: 4/2/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
cont.	cont.	Engineering/Information & Computer Science Career Fair As in the 1983/1984 SAA plan, the School of Engineering will continue to provide the Engineering/ICS Career Fair. This program is sponsored by Mrs. Lorraine O'Donnell of the Career Planning and Placement Center.	All Engineering and Information & Computer Sciences students, including SAA.	SAA students will have the opportunity to meet industry representatives in a non-threatening environment, as well as being exposed to more employment opportunities.	Evaluation by participants.

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Identify Engineering SAA files										X		
Identify new SAA				X						X		
Mark files				X								
Measurement of Outcomes: NA												
Progress Reports: NA												
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85

Schedule of Activities

SEOP Academic Counseling	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												X
Set date with SEOP												
Identify SEOP Engineering students	X	X										
Bring student files to meeting		X										
Meet with students		X										
Measurement of Outcomes												
Evaluation by participants		X X										
Progress Reports												
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Engineering Honorary Societies to provide SAA with tutoring at no cost

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Work with societies to coordinate tutoring(quarterly)				X			X			X		
Inform students: SAA by mail, flyers around the Engineering building and classrooms				X X X X	—	—	—	—	—	—	—	—
Measurement of Outcomes												
Evaluation by participants on a quarterly basis				X ①		X ②	X ①		X ②	X ①		X ②
Progress Reports												
Evaluation/progress report on a quarterly basis	X					X			X			
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85

Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Engineering Computer Science Educational Laboratory (ECSEL) **Program Activities/ Events** A timeline for ECSEL will be provided when funding is made available.												
Measurement of Outcomes												
Progress Reports												
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Faculty Advising for SAA students

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Identify all Engineering SAA students, both new and continuing			X									X
Assign to faculty advisor			X									X
Measurement of Outcomes												
Evaluation by participants				X			X				X	
Progress Reports												
NA												
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Increased correspondence to SAA students

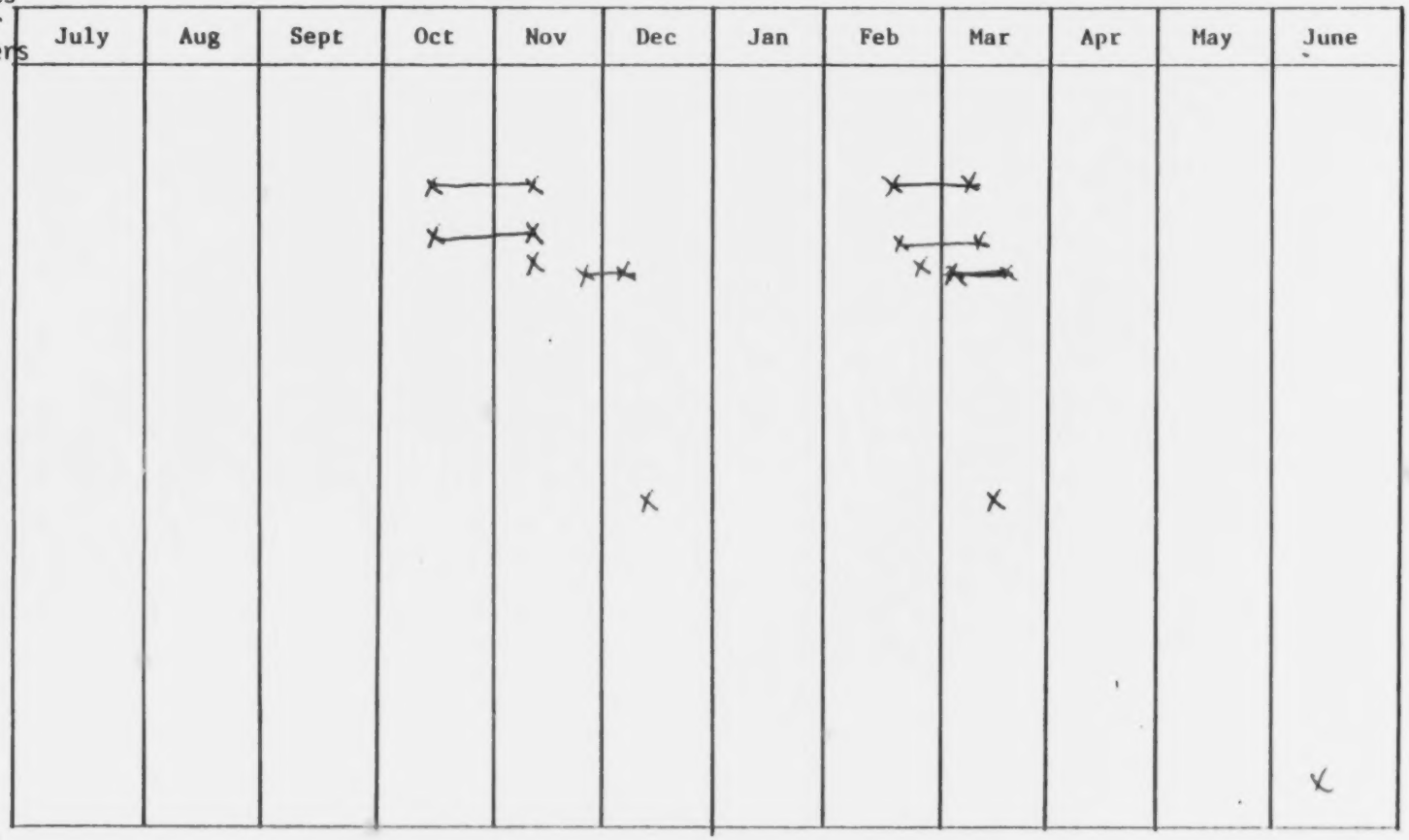
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Identify SAA students				X		X			X			X
Determine whether they are satisfactory or need assistance						X			X			X
Send appropriate letter						X			X			X
Measurement of Outcomes												
No measure												
Progress Reports												
None												
Final Report												X

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Pull Engineering students' registration packets for Winter and Spring quarters



Program Activities/ Events

Identify SAA students
Contact registrar with SAA list
Inform students via mail
Meet with students

Measurement of Outcomes

Increase in number of SAA students seen by an advisor on a quarterly basis.

Progress Reports

NA

Final Report

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Encourage Unaffiliated/Engineering students.

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Identify Unaffiliated/ Engineering students	X	X	X									
Mail "Helpful Hints"	X	X	X									
Measurement of Outcomes												
NA												
Progress Reports												
NA												
Final Report												X

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Unit: Engineering

Date: 4/2/84

1984-85

Schedule of Activities

Special Summer Academic Counseling and Orientation

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Plan program of activities											X	
Set program dates	X	X	X									X
Identify SAA students	X											
Mail invitations with information on program	X	X X	X X									X X X
Meet with students	X	X	X									
Measurement of Outcomes												
Evaluation by participants during the summer and after the first quarter.	X	X	X		X							
Progress Reports												
NA												
Final Report												X

Unit: Engi eering

Date: 4/2/84

1984-85

Schedule of Activities

SAA Parent Night/Orientation Program

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Plan program activities											X	
Set dates for program											X	
Identify new SAA												X
Mail invitation with information on program	X→	X→	X→									X→
Meet with students/parents	X	X	X									
Measurement of Outcomes												
Evaluation by participants	X	X	X									
Progress Reports												
NA												
Final Report												X

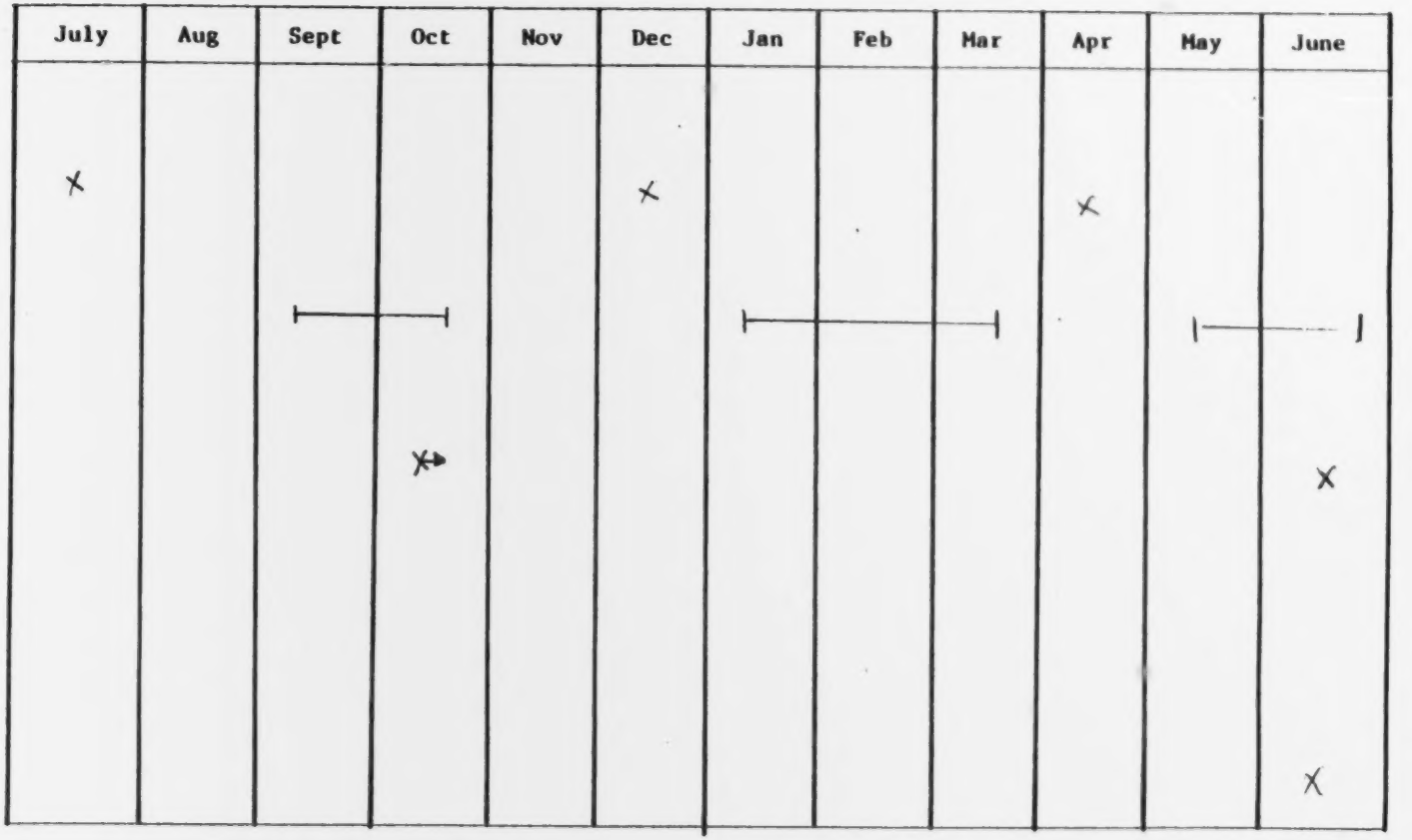
Unit: Engineering

Date: 4/2/84

1984-85

Schedule of Activities

Outreach for SAA students



Program Activities/ Events

Contact ORSC to arrange highschool and Community College visits

Visit schools

Measurement of Outcomes

Increase in the number of new SAA students enrolled

Progress Reports

NA

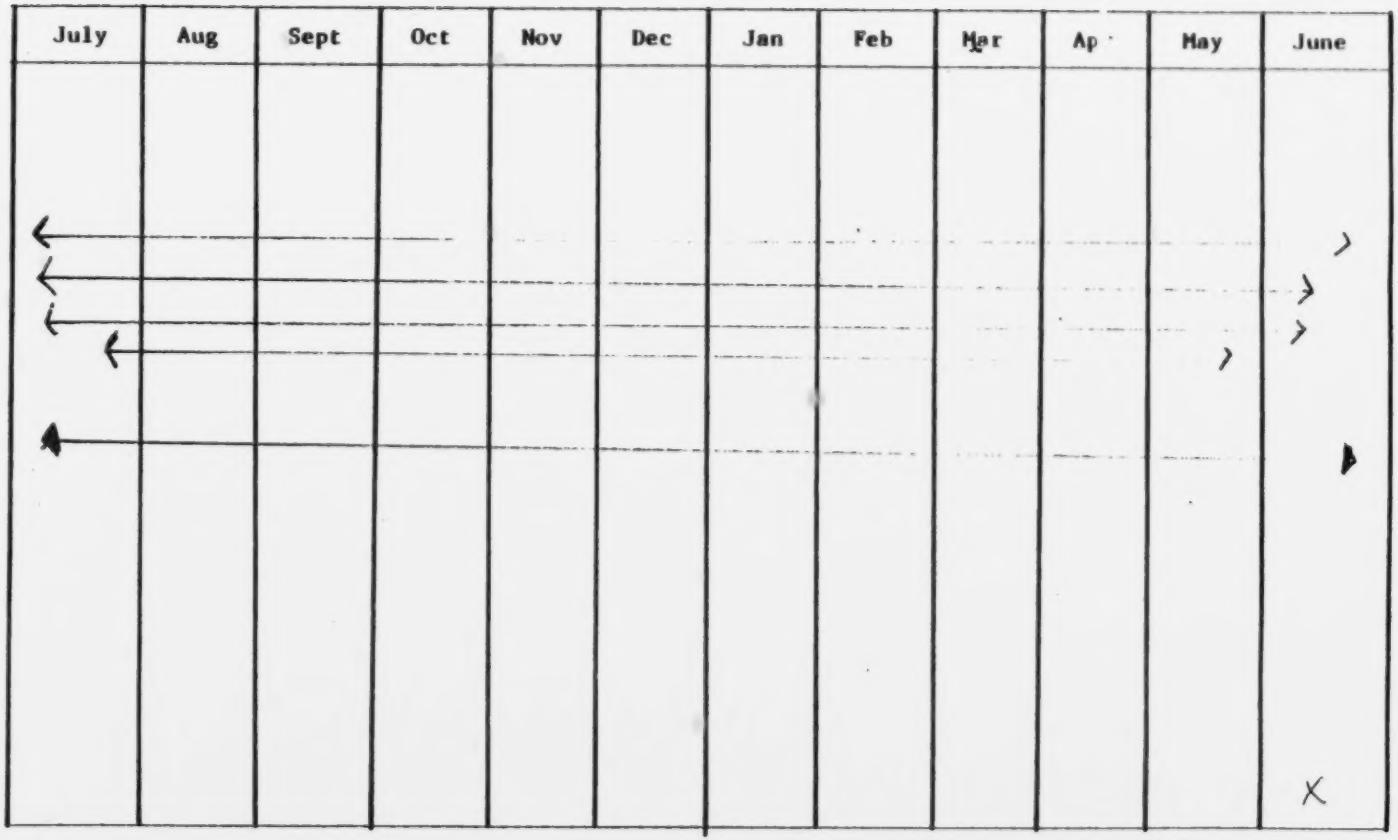
Final Report

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Attend SAA Conferences



Program Activities/ Events

Identify SAA conferences to be held in California

Request monies

Attend conference

Implement new ideas.

Measurement of Outcomes

Number of new ideas implemented

Progress Reports

NA

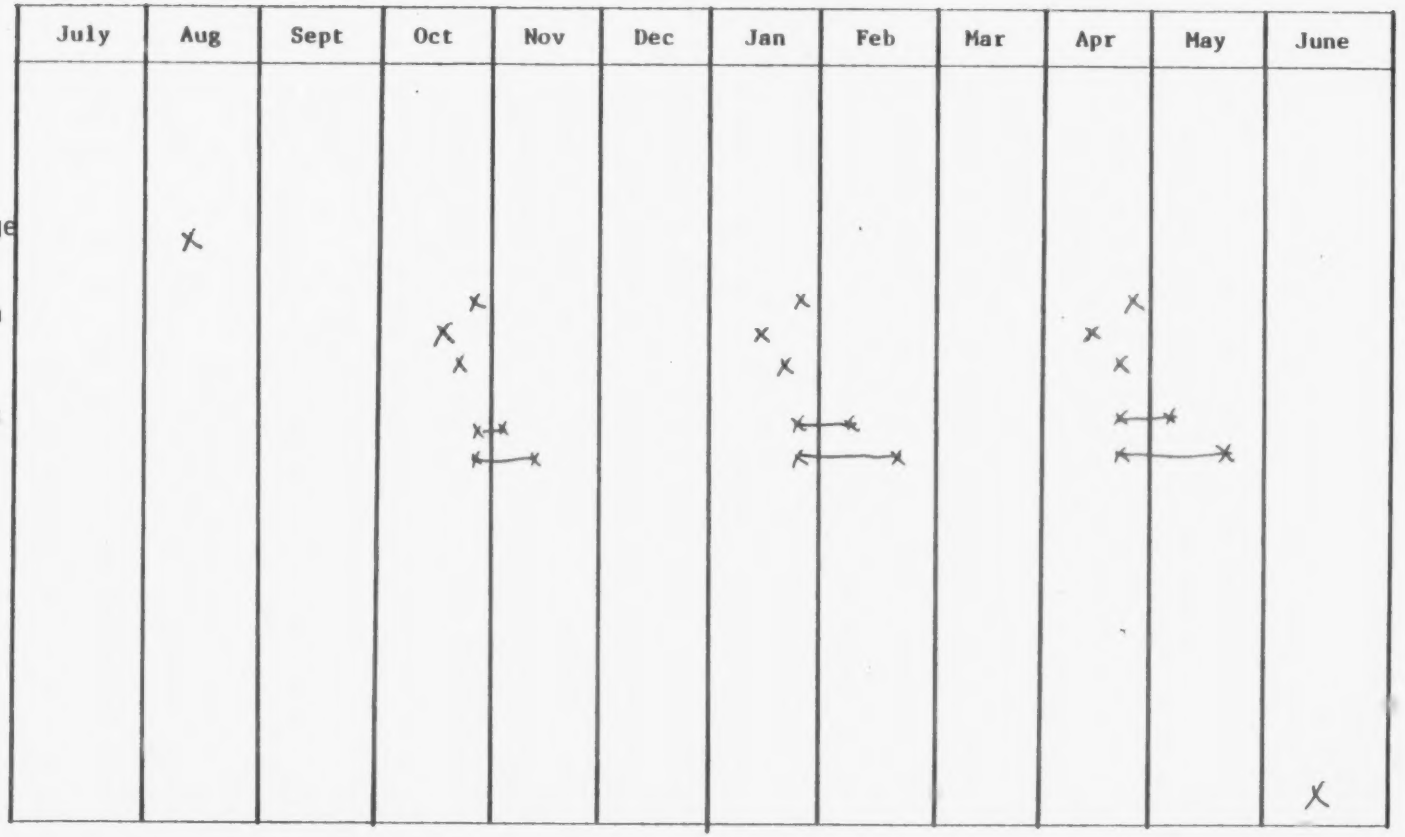
Final Report

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Resume Writing Workshop



Program Activities/ Events

Contact Career Planning & Placement Center to arrange for workshop
Set dates
Inform SAA with invitation
all students via flyers

Measurement of Outcomes

Evaluation by participants
Information on SAA usage from Career Planning & Placement Center

Progress Reports

NA

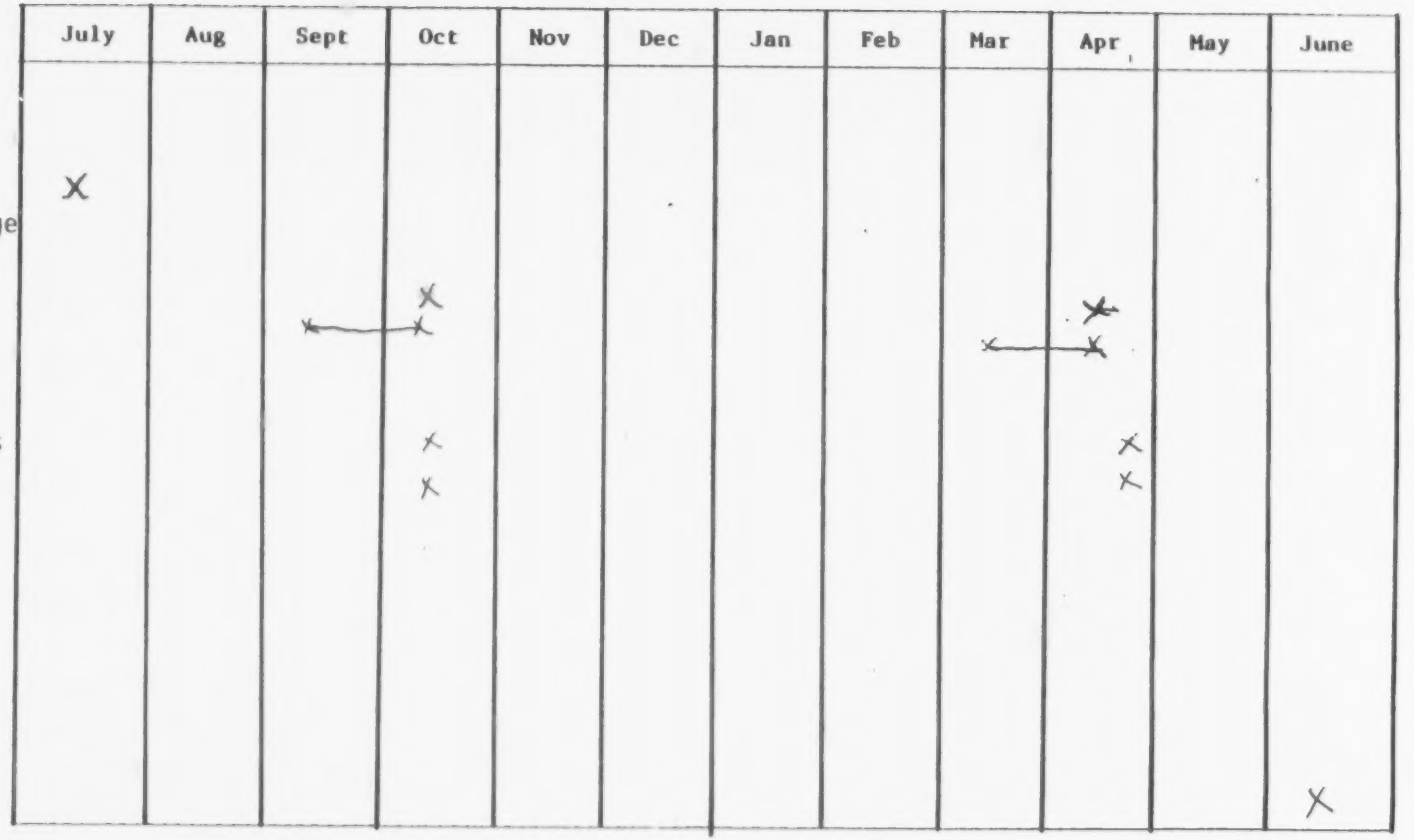
Final Report

Unit: Engineering

Date: 4/2/84

1984-85
Schedule of Activities

Engineering/Information & Computer Science Career Fair



Program Activities/ Events

Contact Career Planning & Placement Center to arrange for Career Fair

Set date

Inform students

Measurement of Outcomes

Evaluation by participants

Information from Career Planning & Placement Center

Progress Reports

NA

Final Report

SCHOOL OF FINE ARTS

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1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To increase minority student enrollment and retention in the School of Fine Arts where an under-representation exists.	To increase SAA students majoring in the School of Fine Arts majors.	Beginning spring 1984, Fine Arts Advisors will begin holding "get acquainted" interviews for all SAA students Chief Academic Advisor wrote to all SAA students in the School of Fine Arts and scheduled "Get Acquainted" interviews with SAA in early March 1984.	Fine Arts Faculty Advisors in each major area with SAA students who have and have not declared a major in Fine Arts,	Increase enrollments in the School of Fine Arts and give students support in the area of their interest.	XXXX number of SAA enrolled in the School of Fine Arts 1984-85.
Exit Interviews	Retention	All faculty in Fine Arts to require a brief interview with any SAA student requesting a drop signature.	Fine Arts Faculty	Giving student support in a course where faculty contact may prevent failure or dropping of the course.	XXX number of SAA enrolled in the School of Fine Arts 1984-85.
Followup Interviews	Retention	Professor Keith Fowler to followup on SAA students contemplating dropping out of the School of Fine Arts.	Keith Fowler, Chief Academic Advisor	Compiling direct information of SAA students to develop baseline data for future SAA planning	XXX number of SAA enrolled in the School of Fine Arts 1984-85.
Congratulatory Letters	Honors and Awards	In addition to regular honors awards which acknowledge academic excellence, special letters of congratulations will be sent to all SAA students.	The Dean of the School of Fine Arts.		

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Recruitment	Invitational Events	Chairs to identify five or more previews, dress rehearsals or other free events where groups of potential SAA students can be invited	Fine Arts majors and faculty	Increase in SAA Students who enroll in the School of Fine Arts	XXX SAA students enrolled h the School of Fine Arts.
Recruitment by Student Artists	Outreach to Schools	Present student body will explore ways in which small teams of current upper division and graduate students, "Artists in Training," may be sent to target schools and social organizations to present short performances and to follow up with direct, realistic audience discussions of the value of university education	Fine Arts majors and faculty to followup SAA students who attend and express interest in learning more about the area of performance.	" "	" "
Provide Academic Counseling to Summer Educational Opportunity	to counsel all SAA students admitted to the School of Fine Arts	Counselor to attend Summer SEOP program to be available to counsel and answer questions of SEOP participants	Fine Arts Counselor and SEOP participants	better informed and support for SAA students	" "
Participation in Workshops	Workshops given by Counseling Center	Academic Counselor with psychologists from Counseling center providing workshops	Coupselors and Counseling psychologists	more effective counseling	" "

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Unit: The School of Fine Arts

Date: March 28, 1984 page 3 Of 3

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Counselor Outreach	Outreach with EOP representatives to target schools	Participate in counseling and information sessions with EOP Representatives at target schools.	Fine Arts Counselor EOP Representatives students and faculty of target schools	Increase in SAA students who enroll in the School of Fine Arts.	XXX SAA students enrolled in the School of Fine Arts.

HUMANITIES

Unit: Undergrad. Study, Humanities

Date: March 27, 1984

1984-85

SAA Program Activities

UCI/SAA Goal/Objective	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV. A-C, E V. A-C, E	Excellent Advising	Assign one faculty member to all lower-division Humanities SAA students. Require students to see advisor during "O" Week.	All freshmen and sophomore Humanities SAA students.	Registration in proper courses. Early career planning.	Check course plans. Advising questionnaire.
IV. D V. D VI. D II. D VIII. D	Integrate Hum SAA students into the School	Invite Hum SAA students to join Humanities Council and various dept'l organizations. Send special invitations to Student-Faculty Dinners, Winter Lecture Series.	All Humanities SAA students.	Give Hum SAA students a positive attitude towards the School	Program participation.
IV. A V. A VI. A VII. A VIII. A	Increase academic success	Send special letters of congratulations to outstanding Humanities SAA students, each quarter	All Humanities SAA students.	Recognize excellence of Hum SAA students; encourage continued good work	Check GPAs.
IV - VIII. B & E	Increase career planning information.	Invite Hum SAA students to all career-oriented programs for Hum students.	All Humanities SAA students.	Encourage career inquiry. Provide career models.	
	Practical experience in major fld.	Inform Hum SAA of internships which come available to Hum mjrs	Appropriate Hum SAA studnts.	Work experience while still in school. Perhaps financial assistance.	Ask companies if our students were hired.
	Graduate students on time	Provide timely degree checks for all Humanities SAA students.	Upper-division Humanities SAA students	Positive attitude towards degree requirements	Graduating on time
		Require Peer Advisors to attend Counseling the Culturally Different workshop & the one on Asian Psychology.	Humanties Peer Advisors (2)	Increase PA's sensitivity to cultural issues	
	Ask questions of graduating SAAs about Hum programs.	Interview graduating Hum SAA students	Senior Hum SAA students	Adjust our SAA programs	

Unit: Undergrad. Study, Humanities

Date: March 27, 1984

1984-85

(Continued)

SAA Program Activities

UCI/SAA Goal/Objective	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.-VIII. C	Find out why SAA students leave UCI or Humanities	Hold "exit" interviews with Hum SAA students withdrawing from UCI or from a Hum program.	All Humanities SAA students who leave UCI or Humanities	Discern any patterns in the School which might be discouraging our SAA students.	
IV.-VIII. A, C	Place spec. action SAA students in proper Fall crses	Provide one-on-one counseling for Hum special action SAA students involved in SEOP	SEOP Hum SAA students & Hum academic counselors	Correct course schedules in the Fall; more positive attitude towards Humanities counseling	Transcript review
VI.-VIII. E	Provide SAA studnts with alumni role models	Involve Hum SAA alumni in career planning programs for current SAA students	Mostly upper-div Hum SAA students	Provide career role models	
		Continued 1983-84 activities.			

INFORMATION & COMPUTER SCIENCE

Note: ICS will strengthen its role in the ECSEL program, and continue its other activities aimed at outreach

Unit: ICS Department

Date: April 21, 1984

1984-85

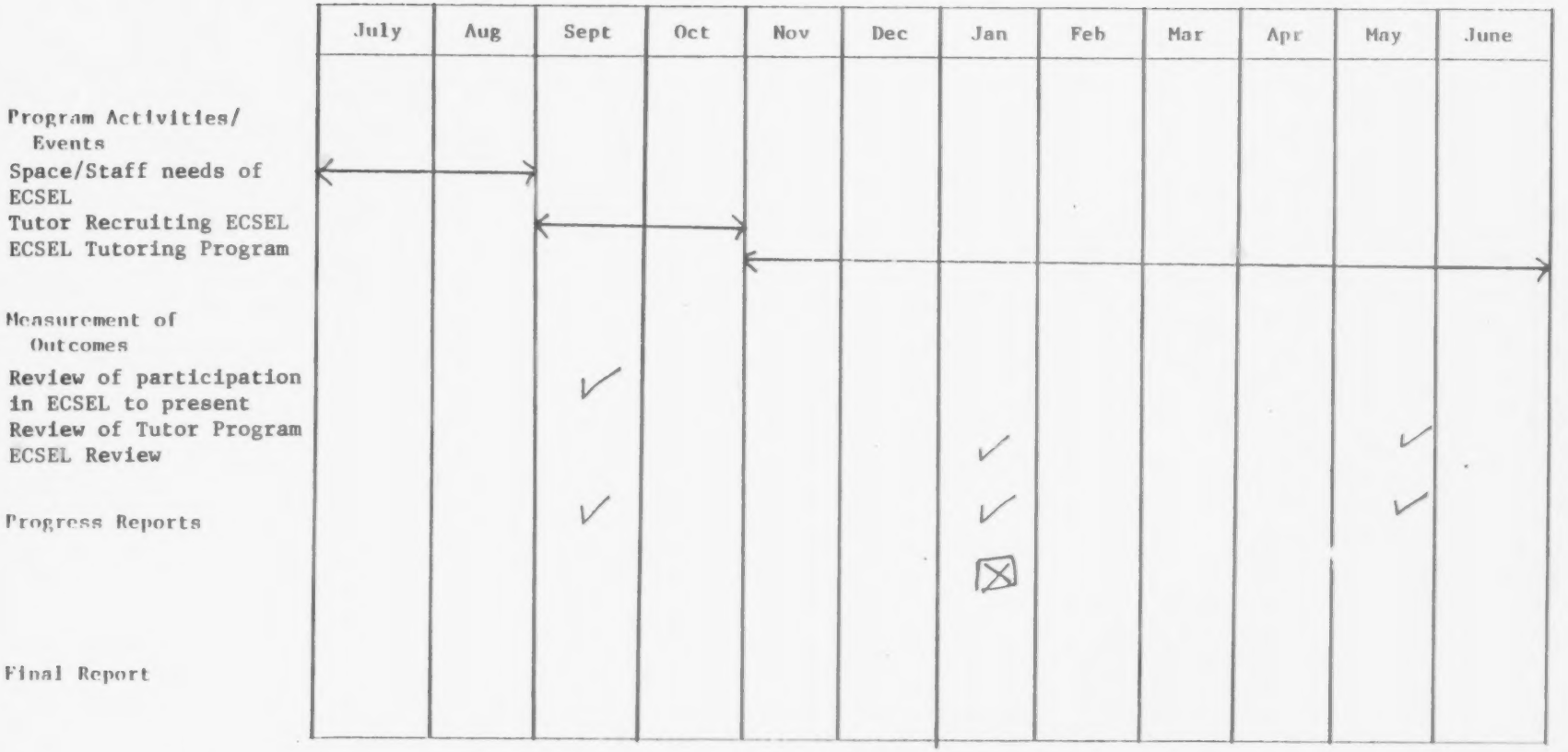
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II.D.2 & III.A.2	Increase the number of high school and community college SAA students who elect to continue their higher education at UCI or other universities	1. Provide faculty and counseling staff to UCI functions such as Junior Day and Transfer Student Day. Special activities for SAA students hosted by the campus will be supported.	Participants in UCI-hosted functions	Presentation of the ICS program; better understanding of student expectations and needs; improvement in ICS counseling practices.	Direct feedback from students Enrollment statistics
IV. - VIII, all	To retain SAA students in ICS	2. ECSEL Program: Provide permanent ECSEL space Provide tutors for ICS and other related classes Provide exposure of ECSEL participants to job opportunities in ICS/Engineering fields Provide faculty guidance to ECSEL students.	SAA-EOP students in ICS/Engineering	Improved academic performance of SAA students, with greater retention and matriculation.	Direct student and ECSEL participant feedback. Student performance in ICS courses. Progress/graduation statistics.
		3. Notification of ICS faculty of SAA students in their classes.	SAA students	Direction of SAA students toward ECSEL program	Participation rates in ECSEL

Unit: ICS Department

Date: April, 21, 1984

1984-85
Schedule of Activities



PHYSICAL EDUCATION

Unit: Physical Education Dept.

Date: April 16, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To increase minority student enrollment and retention in academic units where an under-representation exists.	To increase number of SAA students who are participating in P.E. classes. Recreation classes, intramural sports clubs and intercollegiate athletics.	1. Survey SAA special interest groups for types of recreational activities and/or sports clubs that would be of interest. Implementation would depend on outcome of survey and practicality of initiating such activities.	Campus Recreation participants. . . . interested students. . . students enrolled in P.E. classes	Increase number of SAA participates in Recreation and P.E. activities. . .which would aid in retention of those students.	There is no definitive method for measuring the number of SAA participants in Recreation activities at this time. However, if special interest groups were formed (e.g,Latino soccer club, etc.) it would be possible to track participation
		2. Department will coordinate with Special Services to identify student-athletes who are eligible for tutorial assistance, etc. and other related assistance programs under the SAA Program.	Student-athletes.	Increase tutorial assistance and other special service programs for SAA students competing in Intercollegiate Athletics.	The Office of Admissions will assist this Dept.--in compliance with NCAA regulations for tracking normal progress--in identifying special action and/or SAA students for tutoring and other special actions.
		3. Assistant Director of Athletics/Student Affairs is willing to work with SAA Program in coordinating an outreach program to appeal to SAA student-athletes or prospective SAA students. Asst. D.A. would visit high schools with large underrepresented student population and explain UCI athletic program and benefits of intercollegiate competition and team membership.	Student-athletes and prospective students.	Increase interest of UCI Recreational, Intercollegiate Athletics, Sports Clubs and P.E. activities to SAA students and/or prospective students.	The Dept. is currently trying to expand the role of the Asst. Director of Athletics/Student Affairs to encompass Athletic Counseling. This position, if funded for a full-time position, would be responsible for working with SAA and other special action studentstoward the goal of retention. The actual numbers of SAA students that would be involved in such a program would depend on the number of student-athletes participationin the Athletic Program.

PHYSICAL SCIENCES

Student Affirmative Action Efforts in Physical Sciences

A. Introductory Comments

1. While the number of minority students entering Physical Science is small (30 SAA students this year) the number graduating in smaller still (six). Consequently we regard retention as a far more serious problem than outreach. We would consider it a major success to graduate fifteen minority students a year.
2. Concomitantly we think we can contribute to minority education in our role of providing services for biology and engineering majors.
3. The problems for minorities in math, science and engineering are related to the much more general problem of underpreparation in math/science skills. This problem cuts across ethnic lines. The most significant work in Physical Science affecting minorities focuses on improving preparedness of all our students for university level math and science courses. This includes "outreach" (progams addressing K-12 education) and "retention" (preparatory courses).
4. We are aware, however, that there are special problems for specific ethnic groups (e.g. "academic socialization" for blacks and Chicanos). We are interested in learning more about this since it is possible that well-meaning counselling, courses and other programs, can be counter-productive if these problems are not taken into account.
5. At present we have very little data concerning performance of minority students in math and science. Gathering such data is laborious at present. Computer access to student files would greatly improve our ability to evaluate such performance.
6. We view the activities and programs offered under the auspices of PASS as extremely valuable, and much of our recent effort has been connected or coordinated with their programs. We need to resolve any conflict between faculty

who are reluctant to relinquish legitimate control of academic programs and our service staff who are willing and able to carry out those programs for minorities that faculty are hesitant to take on.

7. Finally, it is worth repeating an obvious point. An increase of faculty involvement in such programs is unlikely unless there is compensation, e.g., a reduction of other committee work or teaching credit for special programs. The departments are understandably reluctant to do this because it means a reduction of manpower for other deserving commitments. We are looking for ways to circumvent this.

B. Activities for 83-84 Academic Year

Outreach

1. Science Curriculum and Implementation Steering Committee (K-12)
2. UCI Summer Science Institute
3. UCI Summer Mathematics Institute

These three ongoing programs address the underpreparation problem by focusing on teachers, both to improve their science background and to improve K-12 science curricula in Orange County schools. The effect on minorities is primarily through inclusion of the Santa Ana school district. The first two are directed by Dr. Mare Taagepera, and the third by Professor Michael Fried. Several Physical Science faculty have been involved at various stages.

Retention

1. Chem 10 and Math 1

These ongoing courses which address the underpreparation problem are important service courses taken by many minority students in Biology and Engineering.

2. Chem 10 and Math 1 Workshops

These special workshops were offered by PASS in coordination with the instructors.

3. Proposal for new Precalculus Sequence

An ad hoc committee of interested faculty and staff formed to consider improvements in the preparatory courses offered by

Physical Science. One result was a decision to offer, in conjunction with PASS, a special two-quarter pre-calculus sequence (Math 1AB) which treats the content of Math 1 on a different basis, emphasizing problem solving. We have submitted a propoasal to the Committee on Courses.

4. Participation in other PASS activities
Several members of the ad hoc committee participated in hiring interviews for the Math and Science Skills Coordinators in PASS, in discussions concerning "academic socialization," and in discussions concerning revival of the Summer Science program.

C. Activities for the 84-85 Academic Year

1. Continuation of the ongoing programs for outreach listed above as well as the ongoing preparatory course offerings.
2. Implementation with PASS of the new Math 1AB course and support for the Math 1 and Chem 10 workshops.
3. Consideration by the ad hoc committee of a new preparatory service course in Physics analogous to Chem 10.
4. Assist in re-establishment of the Summer Science Program. This program has acquired a reputation as one of the few successful programs at UCI for retention of minorities in the sciences.
5. Information gathering. This includes gathering data on performance of minority Physical Science majors; it also includes information concerning successful programs elsewhere (e.g. site visits to the Berkeley Professional Development Program and/or its counterparts at UCLA and UCSD).

SOCIAL ECOLOGY

Social Ecology

Date: April 2, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
1. To increase retention of SAA Social Ecology majors	To increase support received by the SAA student after his/her arrival at UCI.	Organize a mentor program whereby successful SAA students would assist new SAA students in their adjustment to UCI.	a. Continuing SAA students b. Part-time counselor hired specifically for this purpose as well as the monitoring of SAA students. c. New SAA students.	a. To increase the long-term retention of the SAA student. b. To provide counseling and support which will meet the needs of SAA students.	a. Increase in number of SAA students who utilize undergrad counseling office services (attained by regular tallies. b. Monitor number of SAA student major changes in/out of Social Ecology. c. Measure numbers of SAA students who graduate in SE.
2. To increase the number of SAA students who utilize peer advisor services.	To assist the SAA student to become more informed about choices, classes, and general program and campus information.	a. Outreach to SAA students by peer advisors. b. Hiring of a minority peer advisor	a. Peer advisors b. New and continuing SAA students c. Part-time SAA counselor	a. Increased usage of peer advisors by SAA students. b. Increase of SAA student retention due to more information and awareness.	a. Tallies of peer advisor services used by SAA students. b. Retention numbers
3. To increase the SAA student's awareness in regard to field work expectations.	To enable SAA students to gain knowledge and experience from the field study.	Invite SAA professionals from the community and field study sites to participate in 1978 - a course designed to teach the nuts and bolts of field study participation.	a. Field Study Coordinator b. Field Site Representatives who are SAA c. SAA students.	To increase the SAA student's sensitivity to proper field duties and expectations so he/she is not taken advantage of in in any way.	Field Study Coordinator receives evaluations and visits sites of SAA students to ascertain that program goals are being met (this is currently being done).
4. To increase the SAA students' ability to succeed in basic English comprehension	To assist SAA students who have ESL problems to receive direct help.	a. Use of referral form to direct referral to assisting department. b. Part-time SAA counselor will identify problems and make referral.	a. All Academic Counselors b. SAA students c. Peer Advisors d. ESL Program	To increase the ability of the SAA student to have good English comprehension.	a. ESL referral via campus referral sheet. b. ESL statistics.
5. To increase number of SAA students who use undergraduate counselling services.	Identification of SAA students.	Record data.	All staff.	To understand the services provided in terms of numbers served.	Tallies of student usage.

Unit: Social Ecology

Date: May 24, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
· increase outreach to igh school and community ·llege SAA students.	To increase SAA enrollment in Social Ecology.	Outreach program conducted by Counseling staff and peer advisors, and SAA mentors. Plan visits to high schools and community colleges where Social Ecology as a major at UCI would be discussed. Hopefully would work along with Relations with Schools to determine the appropriate high schools to visit. After students enter the university then they would participate in the Social Ecology Mentor Program. Thus, their admission would be followed up.	Academic counseling staff Peer advisor Mentors	Enrollment increase.	Enrollment stat

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Unit: Social Ecology

Date: April - 1984

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
a. Organize mentor program	———	———										
b. Peer advisor outreach			———	———	———	———	———	———	———	———	———	
c. 197B d.referral			———									———
Measurement of Outcomes												
quarterly evaluation						XX			XX			XX
Progress Reports												
quarterly						XX			XX			XX
Final Report												XX

SOCIAL SCIENCES

Unit: Social Sciences

Date: March 28, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To develop strategies to attract highly qualified SAA applicants as Social Science majors.	To increase numbers of SAA students with high GPAs in school.	1. Identify highly qualified prospective SAA Social Science majors. 2. Send personalized letters of welcome, information on School and majors. 3. Arrange campus tours for prospective applicants; arrange for students to meet with faculty and counselors.	SAA prospective applicants with high GPAs as identi-	To increase numbers of SAA students with high GPAs within School.	1. number of SAA students with high GPAs within school 2. number of SAA students with high GPAs within each major 3. number of SAA students on Deans Honor List.
Participate in SEOP academic advising sessions; monitor students during 1984-85 academic year.	To provide academic advising to 1984-85 SEOP participants; meet on regular basis throughout year.	Provide academic advising; inform students on school and major requirements, policies, and recommend course selection for Fall 1984 schedule. Monitor participants academic progress throughout year.	1984-85 SEOP participants	To better inform and orient SEOP participants who have declared majors within School; to increase GPAs of SEOP participants.	1. increase number of SEOP participants utilizing academic counseling services. 2. increase chances of SEOP participants obtaining full schedule Fall 1984 3. monitor GPA at end of Fall quarter 4. decrease number of SEOP participants subject to academic probation.
Develop Social Sciences Summer-Skills Institute for continuing SAA sophomore level Social Science majors	To further develop and enhance academic skills (quantitative and written) of SAA sophomores with GPAs of 2.5 or better; to discuss and encourage post-BA educational goals	1. Develop Summer Skills Workshop 2. Identify and recruit program participants; interview and select students. 3. Administer Program and meet regularly with participants and faculty/staff 4. Evaluate program at end of session.	Approximately 25-30 SAA sophomores with GPAs 2.5 and above.	To increase GPA of participants during junior year. To increase number of SAA juniors who will participate in independent research projects with faculty.	1. increase GPA of participants during junior year. 2. number of SAA juniors engaged in independent research 3. increase number of SAA students applying to graduate programs during senior year

Unit: Social Sciences

Date: March 28, 1984

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
SEOP Academic Advising		X	X									X
SEOP monitoring - progress of participants at end of quarter							X			X		
Seek out SAA applicants with high GPAs										X	X	
Summer Skills Program	X	X										
Measurement of Outcomes			X									
Evaluation of Summer Skills Program												
Progress Reports							X			X		X
Final Report												X

TEACHER EDUCATION

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj.	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I. A. To increase the number of under-represented SAA students in UCI service area schools who recognize the benefits of and are motivated toward obtaining a post-secondary education	To assist UCI service area schools in increasing number of SAA underrepresented students in 7th and 8th grades who plan to obtain a post-secondary education.	Develop field experiences - Tutorial program: 1. In OTE 101, 102 classes 2. Schedule field experiences with Partnership Program in target SAA schools 3. OTE will deliver tutorial assistance beginning fall quarter to SAA students in Santa Ana schools	1. OTE Single Subject credential students in 101, 102 classes. 2. SAA students/Partnership Program Santa Ana schools 3. OTE faculty teaching 101, 102 classes	1. Increase in OTE Single Subject student involvement in SAA schools 2. Increase in SAA students interacting with OTE students	1. # OTE students designated as tutors in SAA schools 2. # SAA students tutored by OTE students
I. C. To improve the academic performance of underrepresented SAA students in UCI service area schools	To assist schools in strengthening basic skills (all subject areas)	Place UCI student teachers in SAA target schools for a minimum 1. One quarter teaching experience 2. Place OTE student tutors from 101, 102 classes in Partnership serviced SAA schools.	1. SAA students in UCI service area schools 2. OTE student teachers placed in UCI service area schools 3. OTE tutors placed in UCI service area schools	1. Increase number OTE student teachers in SAA schools 2. Increase # OTE student tutors in SAA schools 3. Increase # SAA students serviced by OTE student teachers and tutors.	1. # OTE student teachers in SAA schools 2. # OTE tutors in SAA schools 3. # of SAA students serviced by student teachers and tutors.
I. D. To provide activities and programs designed to enhance the development of self-confidence and information of personal (academic & career) goals for underrepresented SAA stud. in UCI service area schools.	To assist schools in providing information to students regarding career and vocational training.	OTE work with Career Planning & Placement Office by attending Career Days in SAA schools to provide information re education programs.	OTE faculty/staff counselors in SAA schools	Information dissemination on OTE programs.	Attendance of SAA students at Career Day events.

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goals/Obj.	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II. A. To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits and are motivated towards obtaining a post-secondary/university education.	To increase the number of under-represented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a post-secondary/university education.	1. Celebrate UCI Day, Teacher Education Information Booth	OTE Faculty/Staff	Increased exposure/ information dissemination with SAA students	# SAA students involved in receiving OTE information/counseling
		2. Student Teaching Center Open House	OTE Faculty/Staff		
		3. OTE student panel discussion Junior Day	" " "		
		4. OTE faculty/staff at Orange County counselors professional meetings	" " "		
		5. Publication of materials to be shared with SAA students regarding options in OTE	" " "		
		6. Emphasis placed during OTE student teaching experience on sharing in SAA classrooms benefits of postsecondary education	" " "	Increased exposure between OTE student teachers and SAA High School students	# of SAA students being serviced by OTE student teachers
II. B. To increase the number of underrepresented SAA high school graduates from UCI service area schools who are regularly admissible to the University of California	To work with schools in strengthening college preparatory academic programs.	1. Place OTE student teachers in SAA target schools 2. To place OTE tutors in target SAA schools	OTE student teachers and student tutors	Strengthen academic programs in college preparatory SAA classes	# of SAA high school graduates admissible to UCI increases

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goals/Obj.	Program Objectives	Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II. C. To improve the academic performance of underrepresented SAA students in UCI service area schools.	1. To assist students in the achievement of academic skills in English, math, science, foreign languages, art, social science and computer science.	1. Place OTE student teachers in SAA target schools	OTE student teachers and student tutors.	Strengthen academic programs in college preparatory SAA classes.	# of SAA high school graduates admissible to UCI increases.
	2. To increase the number of underrepresented SAA students in targeted schools who have sufficient mastery of subject matter to succeed in entry-level University course work in English, math, science, foreign languages, art, social science and computer science programs.	2. To place OTE tutors in target SAA schools			
III. A. To increase the number of underrepresented SAA students from selected colleges who apply to and enroll in Office of Teacher Education, University of California, Irvine.	To increase the # of academically qualified underrepresented SAA students from selected community colleges who transfer to the University of California, Irvine.	Attend the Orange County Community Colleges containing SAA students by OTE counselors	OTE counselors/staff	1. Increased contact with Community College SAA students and OTE 2. Increase in # SAA students who enroll in OTE program	1. # of SAA participating in Career Day functions 2. # of SAA applying to OTE in 1984-85

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV. D. To enhance the social adjustment of SAA students to the University.	To increase the availability of culturally diverse activities.	Enroll SAA students interested in teaching career in OTE Ed 100 course (course provides field experience in OTE schools with culturally diverse populations.)	SAA students interested in education.	Increased numbers SAA freshmen involved in Orange County public schools.	# SAA students enrolled in Ed 100
IV. E. To include issues of cultural diversity in the learning process.	To include issues of cultural diversity in the learning process.	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	SAA students interested in Teacher Education.	Increase in SAA who enroll in Ed 100.	# SAA enrolled in Ed 100.
IV. F. V. E. To assist SAA students in understanding the relationship between the undergraduate curriculum and future educational and career alternatives.	To provide information on the relationship of undergraduate major to career choice.	Enroll SAA students in ED197. Establish link. OTE with Career Planning and Placement contacts classes with SAA populations to describe programs in OTE.	OTE faculty.staff, Career Planning & Placement Education Advisor.	Increased # SAA students informed of OTE programs.	# SAA students contacted by OTE/Career Planning process.

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V. F. To include issues of cultural diversity in the learning process. V. G.	To include issues of cultural diversity in the learning process.	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools. Enroll SAA students in ED197. Establish link.	SAA students interested in Teacher Education.	Increase in SAA who enroll in Ed 100.	# SAA enrolled in Ed 100.

Unit: Office of Teacher Education

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goals/Obj.	Program Objectives	Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VI. E. To assist SAA transfer students in understanding of the relationship between an undergraduate curriculum and future educational and career alternatives.	1. To increase the number of SAA transfer students who utilize services of the Career Planning & Placement Center 2. To assist all SAA transfer students in developing a career plan.	Same as V. E	Same as V. E	Same as V. E	Same as V. E
VI. F To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process.	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	SAA students interested in Teacher Education	Increase in SAA who enroll in Ed 100	# SAA enrolled in Ed 100.
VII. D To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options.	To assist SAA students interested in Teacher Education develop specific career plan	Hold special counseling sessions for SAA students	OTE staff/peer advisor and Career Planning staff	Increased # SAA informed re OTE programs	# SAA contacted through information sessions.

Unit: Office of Teacher Education

1984-85

Date: March 27, 1984

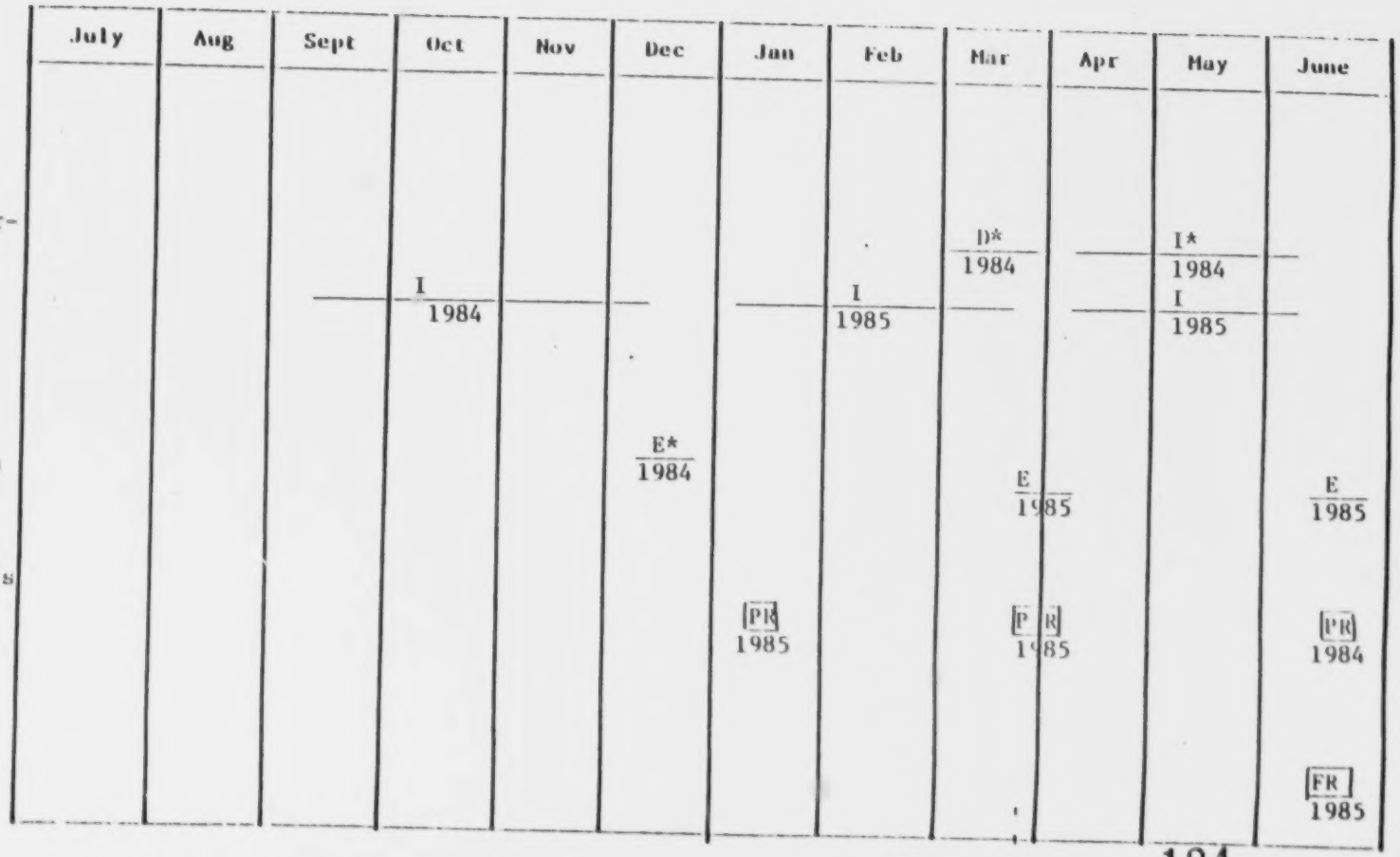
SAA Program Activities

UCI SAA Goals/Obj.	Program Objectives	Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VII. F To include issues of cultural diversity in the learning process.	To include issues of cultural diversity in the learning process	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Increase in SAA who enroll in Ed 100	# SAA enrolled in Ed 100
VIII. D. To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options.	To have all SAA students develop specific career and graduate school plans.	Hold special counseling sessions for SAA students	OTE staff/peer advisor and Career Planning Staff	Increased # SAA informed re OTE programs	# SAA contacted through information sessions.
VIII. E. To assist SAA students in gaining admission to graduate and professional schools	To increase the number of SAA students who gain admission to graduate and professional schools	Hold special counseling sessions with SAA students and OTE staff re admission procedures for Teacher Education	SAA students/OTE staff	Increased # SAA students admitted to OTE	# SAA admitted to OTE
VIII. G. To include issues of cultural diversity in the learning process	To include issues of cultural diversity in the learning process	Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools	SAA students interested in Teacher Education	Increase in SAA who enroll in Ed 100	# SAA enrolled in Ed 100

Unit: Office of Teacher Education

Date: March 29, 1984

1984-85
Schedule of Activities



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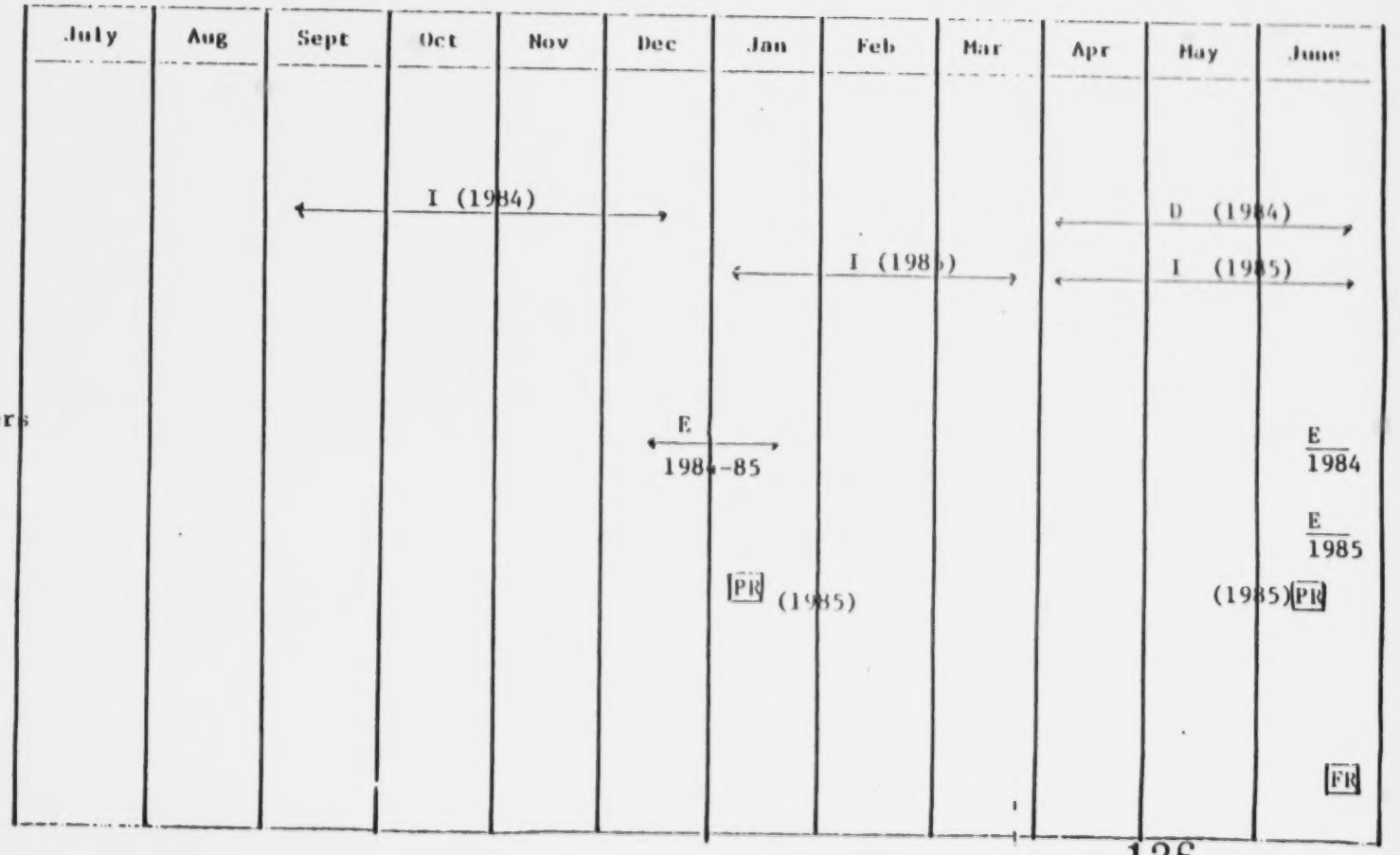
* D = Development

Unit: Office of Teacher Education

Date: March 29, 1984

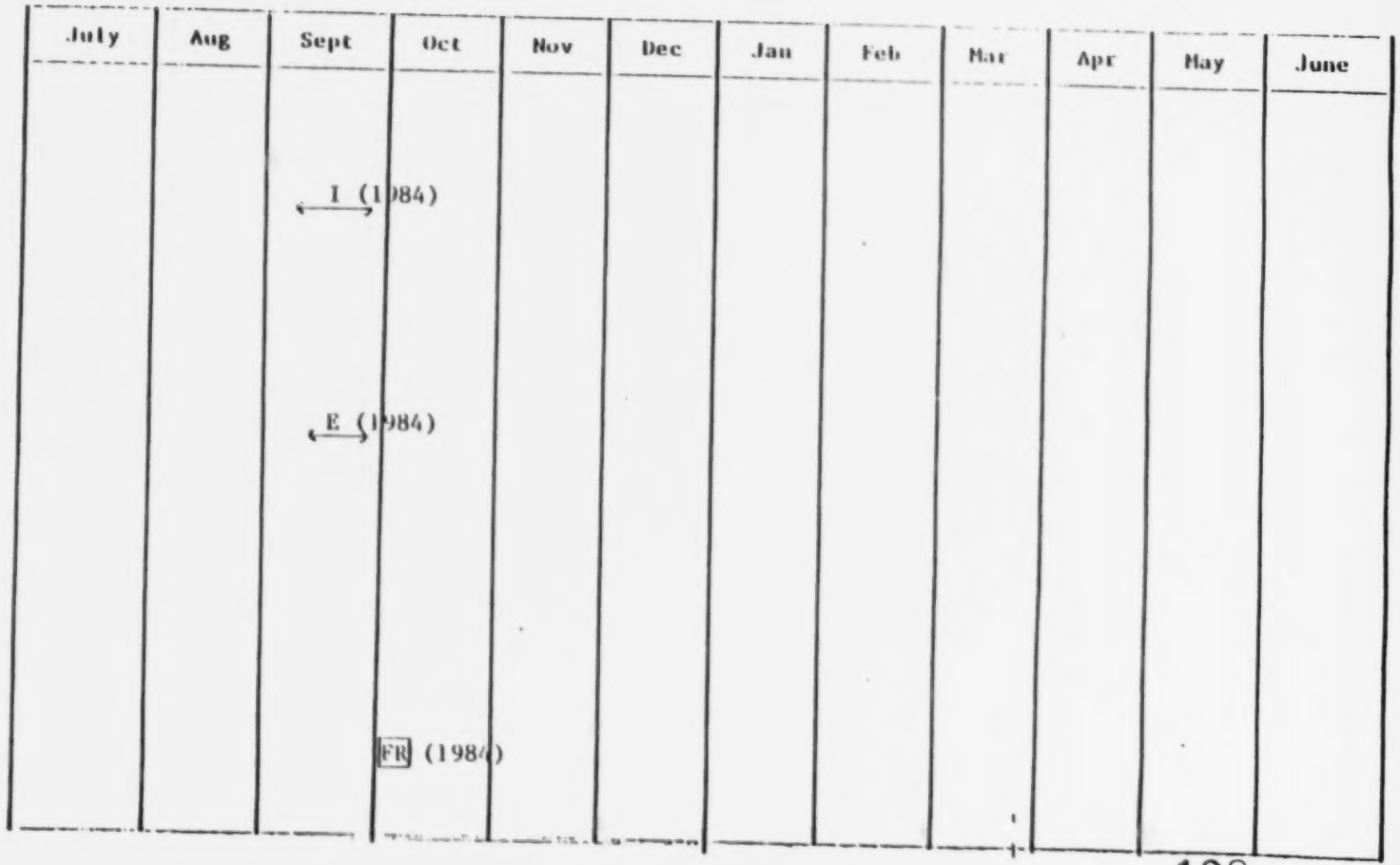
1984-85
Schedule of Activities



Unit: Office of Teacher Education

Date: March 29, 1984

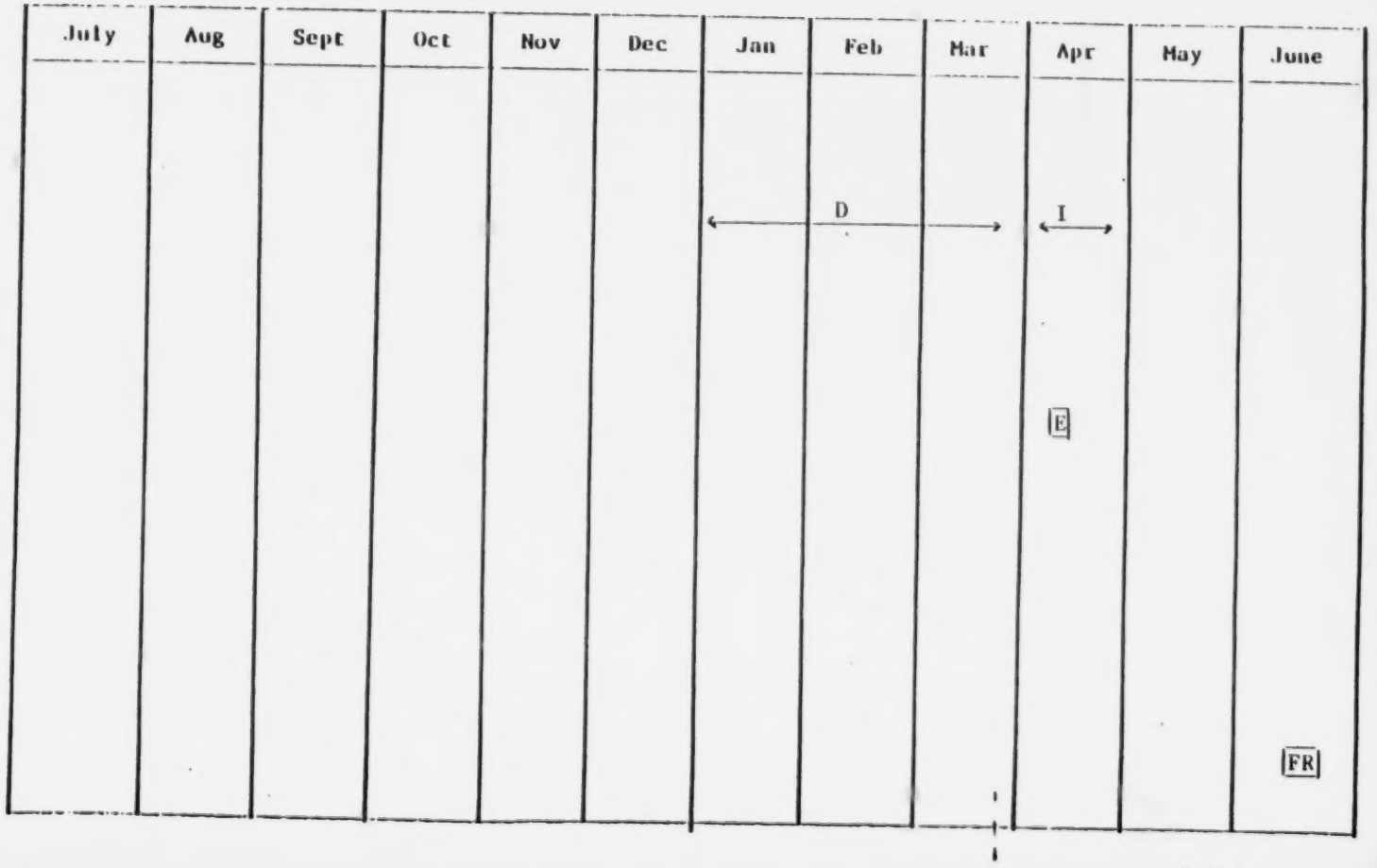
1984-85
Schedule of Activities



Unit: Office of Teacher Education

Date: March 29, 1984

1984-85
Schedule of Activities



Program Activities/ Events

II. A.

1. Celebrate UCI DAy
2. Open House
3. Panel - Junior Day

Measurement of Outcomes

SAA students receiving OTE information.

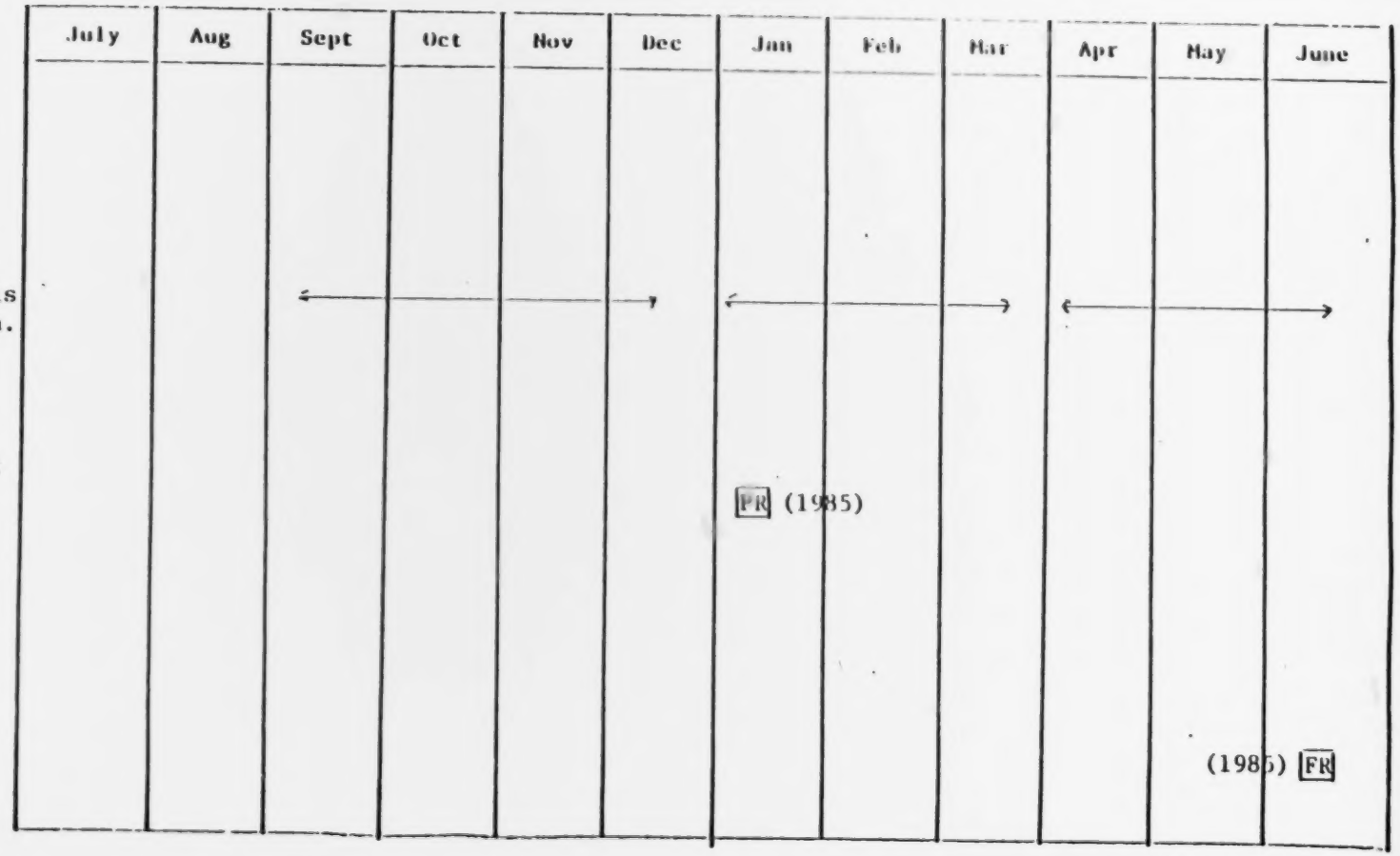
Progress Reports

Final Report

Unit: Office of Teacher Education

Date: March 29, 1984

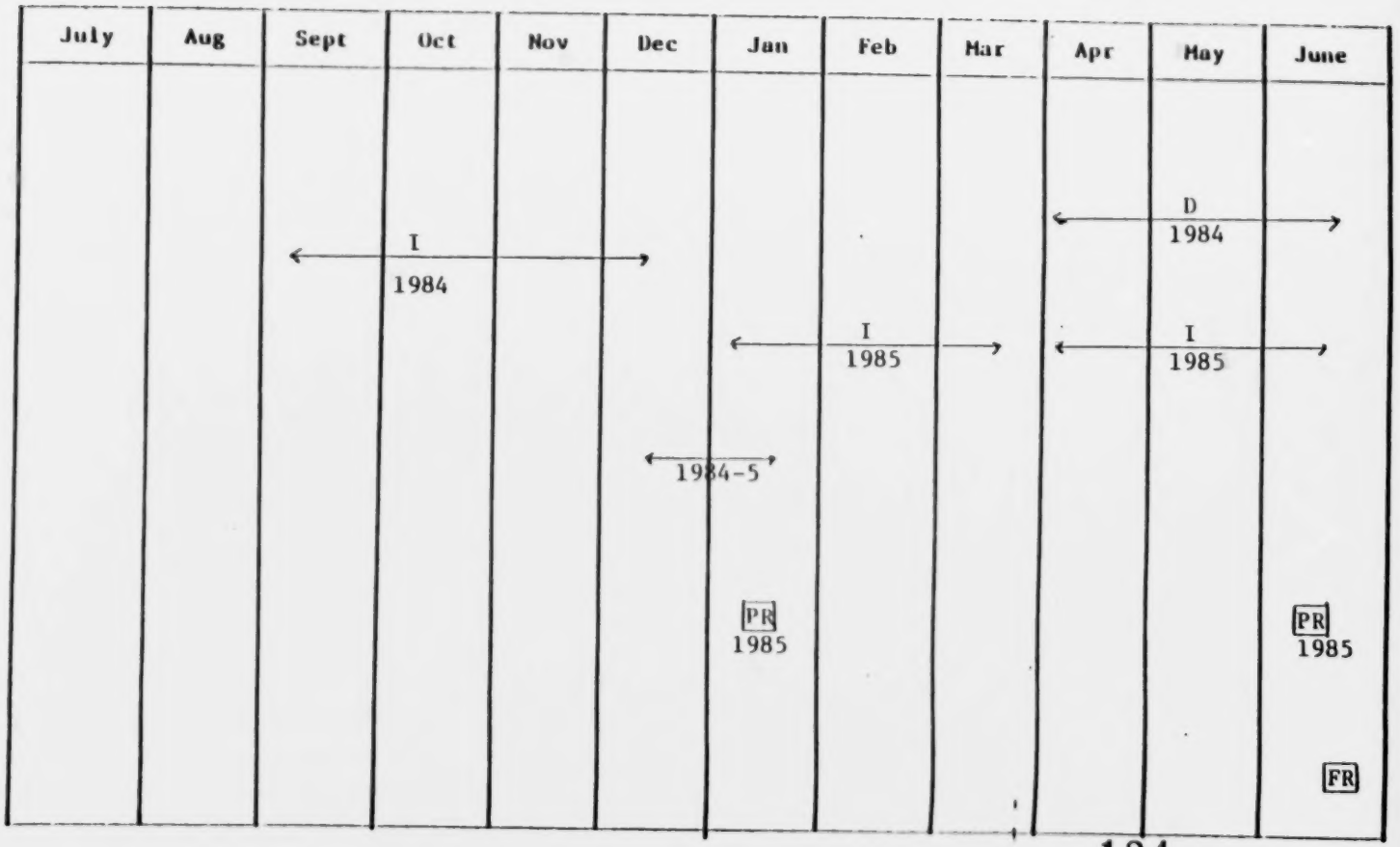
1984-85
Schedule of Activities



Unit: Office of Teacher Education

Date: March 29, 1984

1984-85
Schedule of Activities



Unit: Office of Teacher Education

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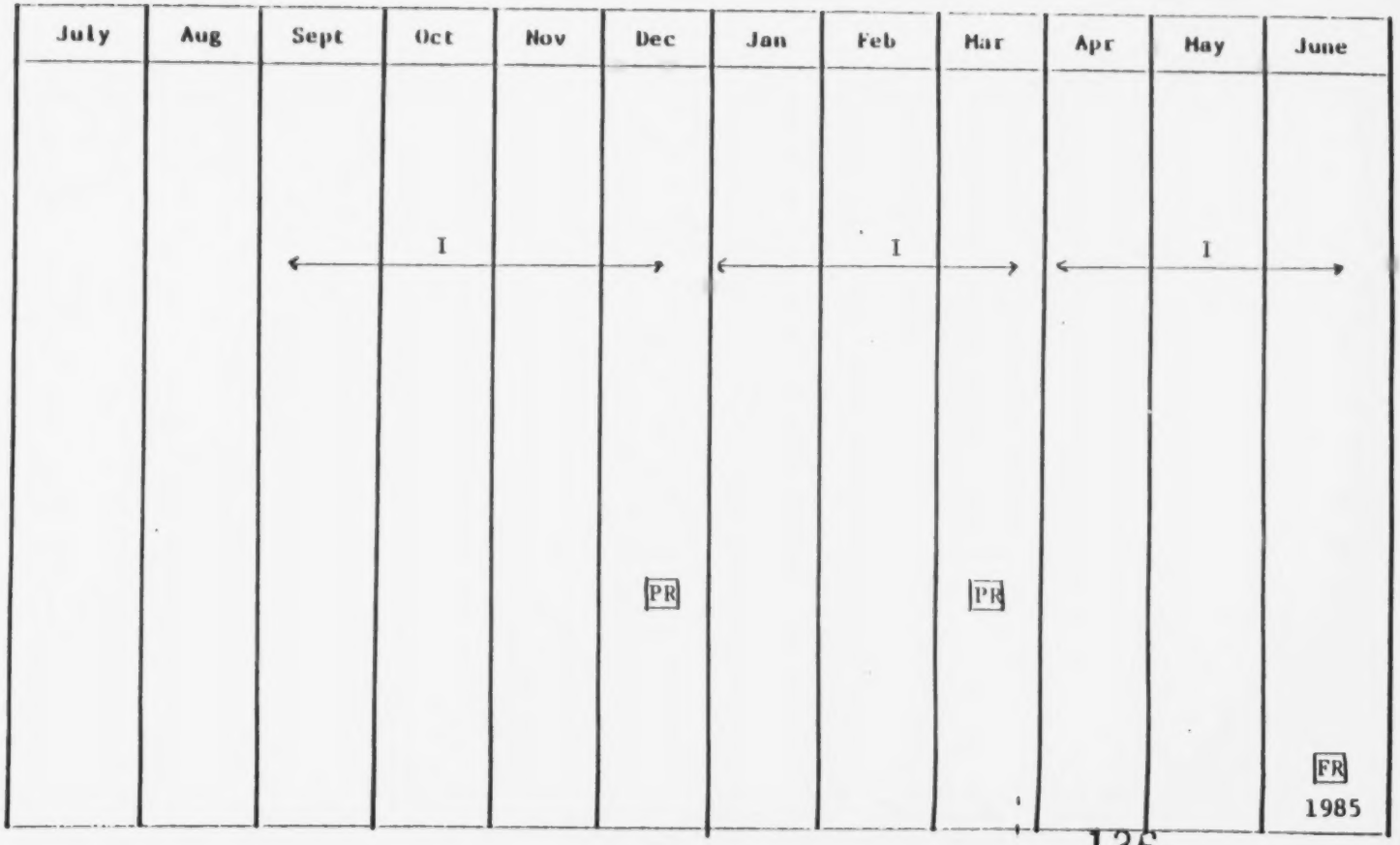
1984-85
Schedule of Activities



Unit: Office of Teacher Education

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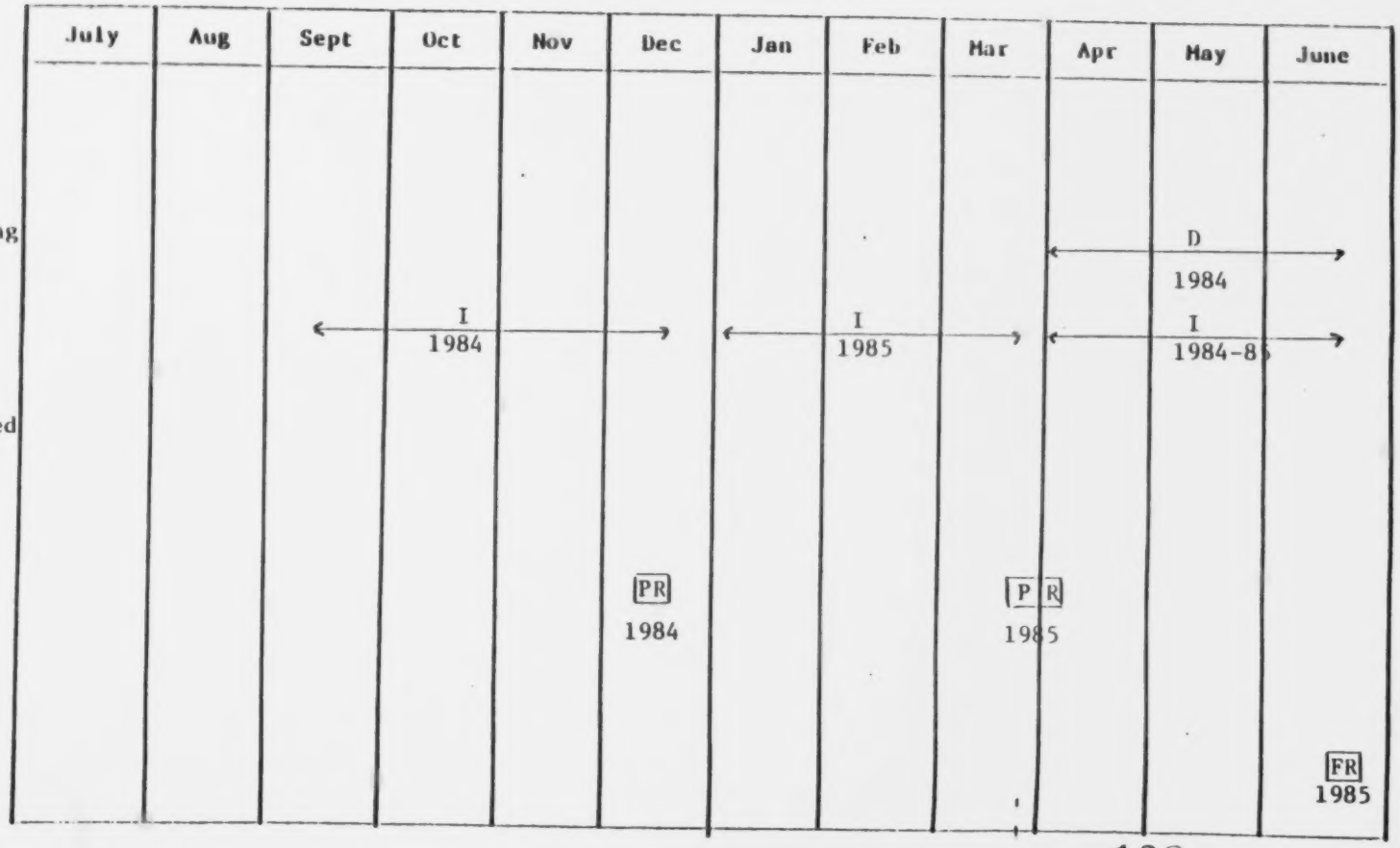
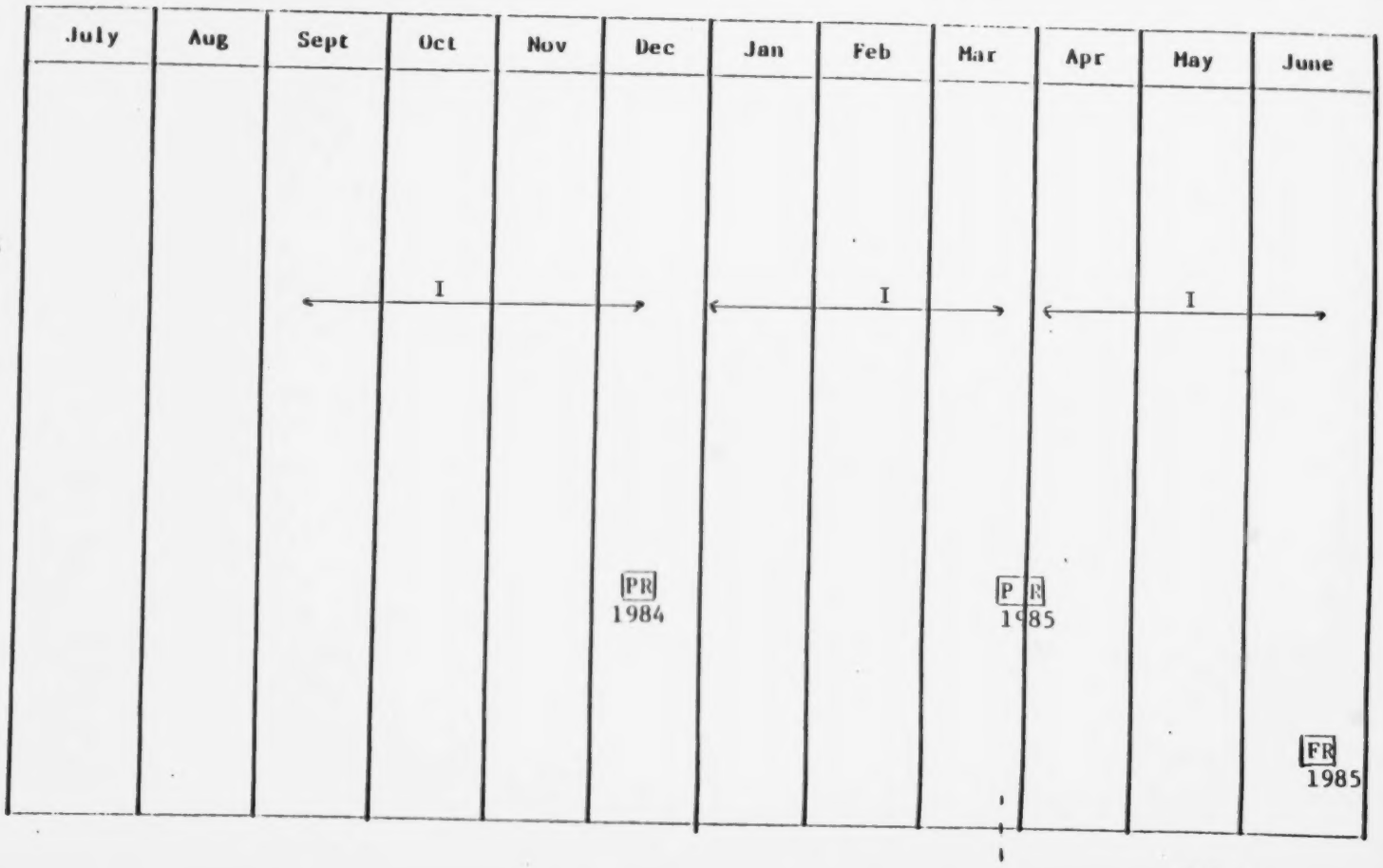
Schedule of Activities



Unit: Office of Teacher Education

Date: March 29, 1984

1984-85
Schedule of Activities



Program Activities/ Events

VI. E, VII D, VIII D, VIII E

Hold special counseling sessions for SAA students.

Measurement of Outcomes

SAA contacted through information sessions

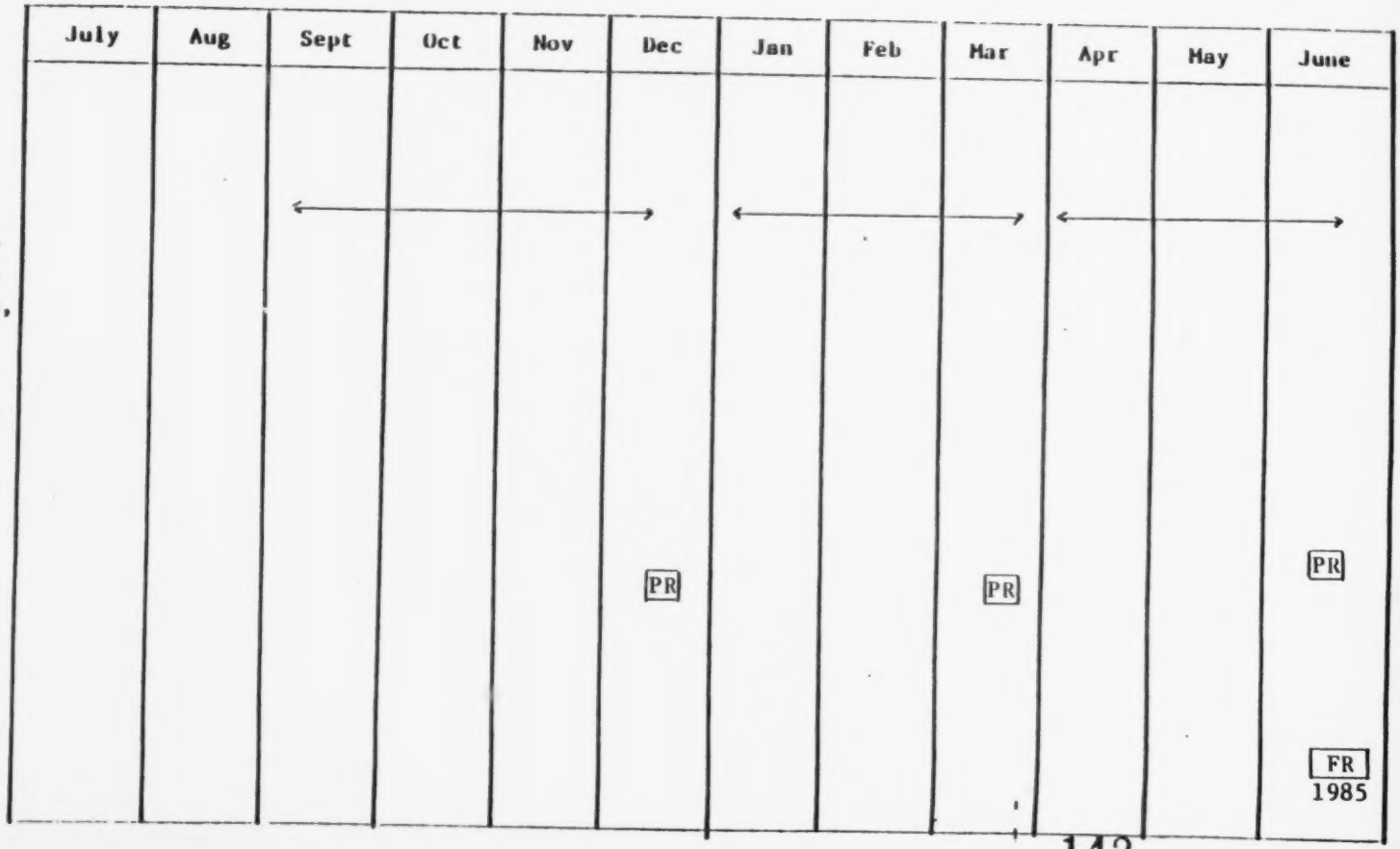
Progress Reports

Final Report

Unit: Office of Teacher Education

Date: March 29, 1984

1984-85
Schedule of Activities



UNDERGRADUATE STUDIES

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Unit: Undergraduate Studies

Date: March 30, 1984

1984-85

SAA Program Activities

EOI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
1. Retention	Identification of database for unaffiliated SAA students.	Set up filing system throughout summer 1984 during student interviews.	SAA unaffiliated students	Establish a database for follow-up with academic units and students.	
2. Retention	To increase contact with SAA unaffiliated students.	Coordinate with academic units, contact SAA students mid-quarter; prior to registration packets.	SAA/Affiliated students	1. Increase contact with SAA students. 2. Increase retention of unaffiliated students by getting more info to them and helping them in selecting programs and problem identification.	1. Number of contacts with SAA students 2. Number of referrals 3. Retention of students
3. Retention	Increase retention of SAA unaffiliated students	Work closely with each unit to identify SAA students and determine who will contact those who need assistance., i.e. on probation, close to probation.	SAA unaffiliated students/ by major	Increased information and contact with SAA unaffiliated students. Increased retention of SAA unaffiliated students.	Retention rates of unaffiliated students
4. Staff Development	Training to improve cultural awareness for the peer academic advisors	Provide follow-up Fall in-service workshops in areas of cultural awareness, and EOP/SAA as needed Provide Spring workshops in above areas to new peer academic advisors.	Peer academic advisors	Peer academic advisors will learn more about EOP/SAA programs and become more aware of cultural differences.	

Unit: Undergraduate Studies

Date: March 30, 1984

1984-85

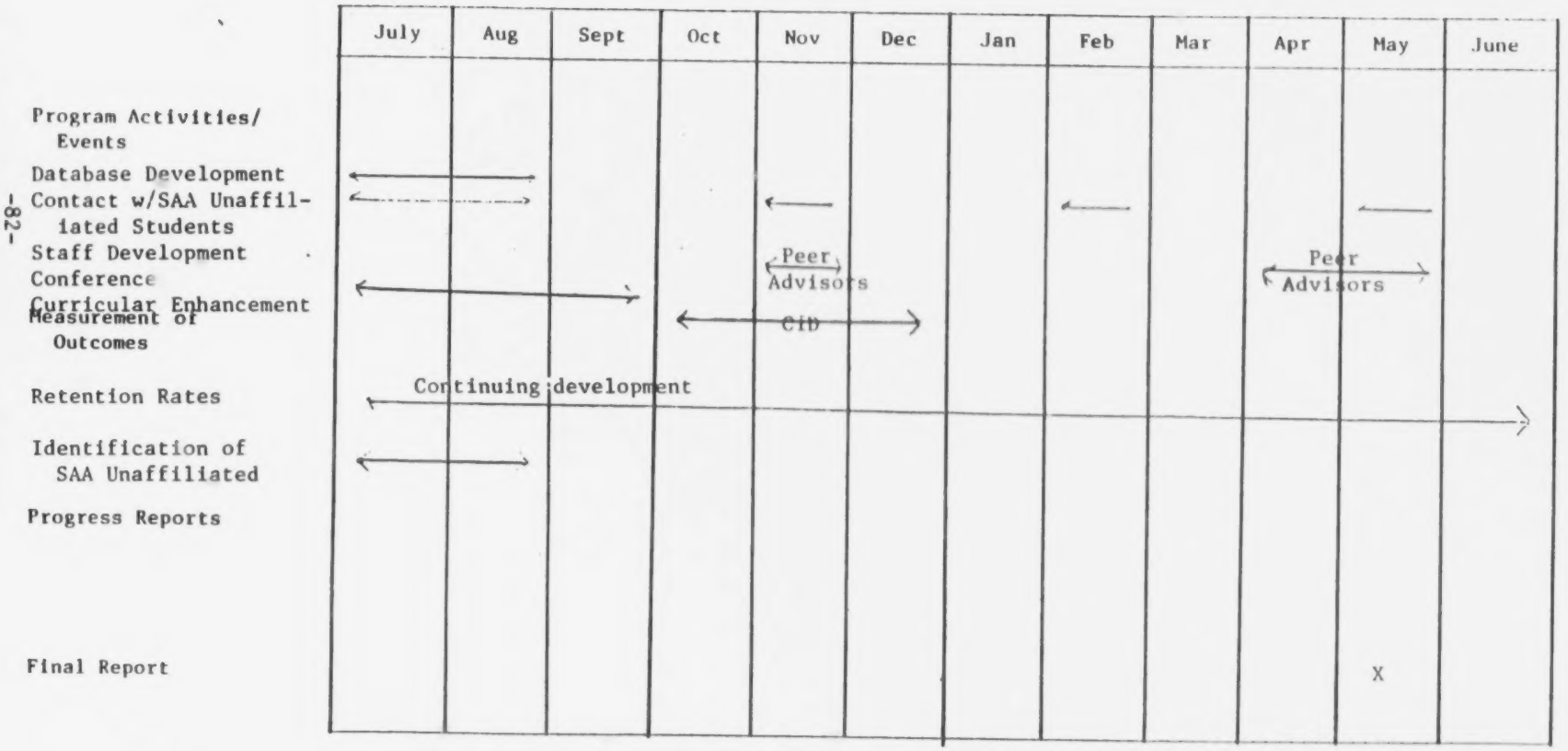
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
5. Staff Development	Staff Development Assist in the development of a campus-wide conference including cultural Diversity	Plan and execute a conference focused in on Student Success in the Academic Area.	Academic counselors, Faculty and Staff	Increased awareness of factors that contribute to student success.	
6. Curricular Enhancement	Continue to administer CID Ethnic Study Awards	Oversee CID proposals and award funds to courses and programs that broaden the ethnic awareness of undergraduates.	Faculty/Staff	More courses and programs offered to undergraduates in ethnic studies.	
7. Curricular & Staff Development	Develop guidelines and establish structure and administer cultural diversity funds through CID.	1. Call for proposals 2. Set up process 3. Award monies	Staff/Faculty	Development and funding of programs that increase the awareness of cultural diversity.	

Unit: Undergraduate Studies

Date: March 30, 1984

1984-85
Schedule of Activities



C. ACADEMIC RETENTION UNITS

Academic Counselors

Division of Graduate Studies and Research

Learning Skills Center

Program of Academic Support Services

Special Services

Tutorial Assistance Program

ACADEMIC COUNSELORS

Unit: Academic Counselors

Date: 3-2[illegible]-84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To increase knowledge of and sensitivity to issues, needs and concerns of SAA students.	To develop follow-through programs on counseling culturally different students.	Develop and schedule workshops on effective strategies for counseling culturally different students.	Representatives from counseling center and academic counselors.	To increase sensitivity to SAA students; to be able to provide more effective counseling services to SAA students.	1. Increase in number of SAA students utilizing academic counseling services.
Increase SAA SEOP student academic success and utilization of academic support services.	To provide effective academic counseling to SEOP SAA participation.	1984-85 SEOP Academic Counseling sessions.	SEOP participants and academic counselors.	To better inform SEOP SAA participants on requirements, majors, course selection, University policies.	1. Increase number of SAA SEOP participants receiving academic counseling. 2. Increase chances of SEOP participants obtaining a full schedule for Fall 1984.
To develop strategies to attract highly qualified SAA applicants to UCI.	To increase numbers of SAA students with high GPA's in each academic unit.	1. Identify highly qualified prospective SAA applicants. 2. Send letters of welcome, information to students. 3. Develop campus tours, arrange for applicants to meet with counselors and faculty. 4. Coordinate efforts with ORSC and Admissions Office to identify and increase number of SAA participants in UPHSS program.	SAA applicants with high GPA's, representatives from EOP, Special Services, academic counselors, and other offices as appropriate.	1. Increase numbers of SAA students with high GPA's in each academic unit. 2. Increase number of SAA participants in UPHSS Program.	1. Number of SAA students with higher GPA's in each academic unit. 2. Number of SAA students or Dean's Honor Lists in each academic unit. 3. Increase number of SAA UPHSS Participants.

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Unit: Academic Counselors

Date: 3-28-84

1984-85

SAA Program Activities

CI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To develop orientation program for SAA students during "0" Week.	To provide information to students and better acquaint students with University expectations.	1. Develop "0" Week orientation program for SAA students. 2. Coordinate efforts with EOP, Special Services and other appropriate service units.	SAA student admitted for 1984-85.	1. Provide information to new SAA students concerning various support services. 2. Introduce SAA students with faculty and staff. 3. Facilitate transition to academic year, assist SAA students to adjust academically, culturally and socially to University life.	1. Increase number of SAA students who utilize academic support services. 2. To examine GPA of SAA students at end of quarter to determine if improvement has occurred. 3. Number of SAA students successfully completing appropriate coursework toward a degree.

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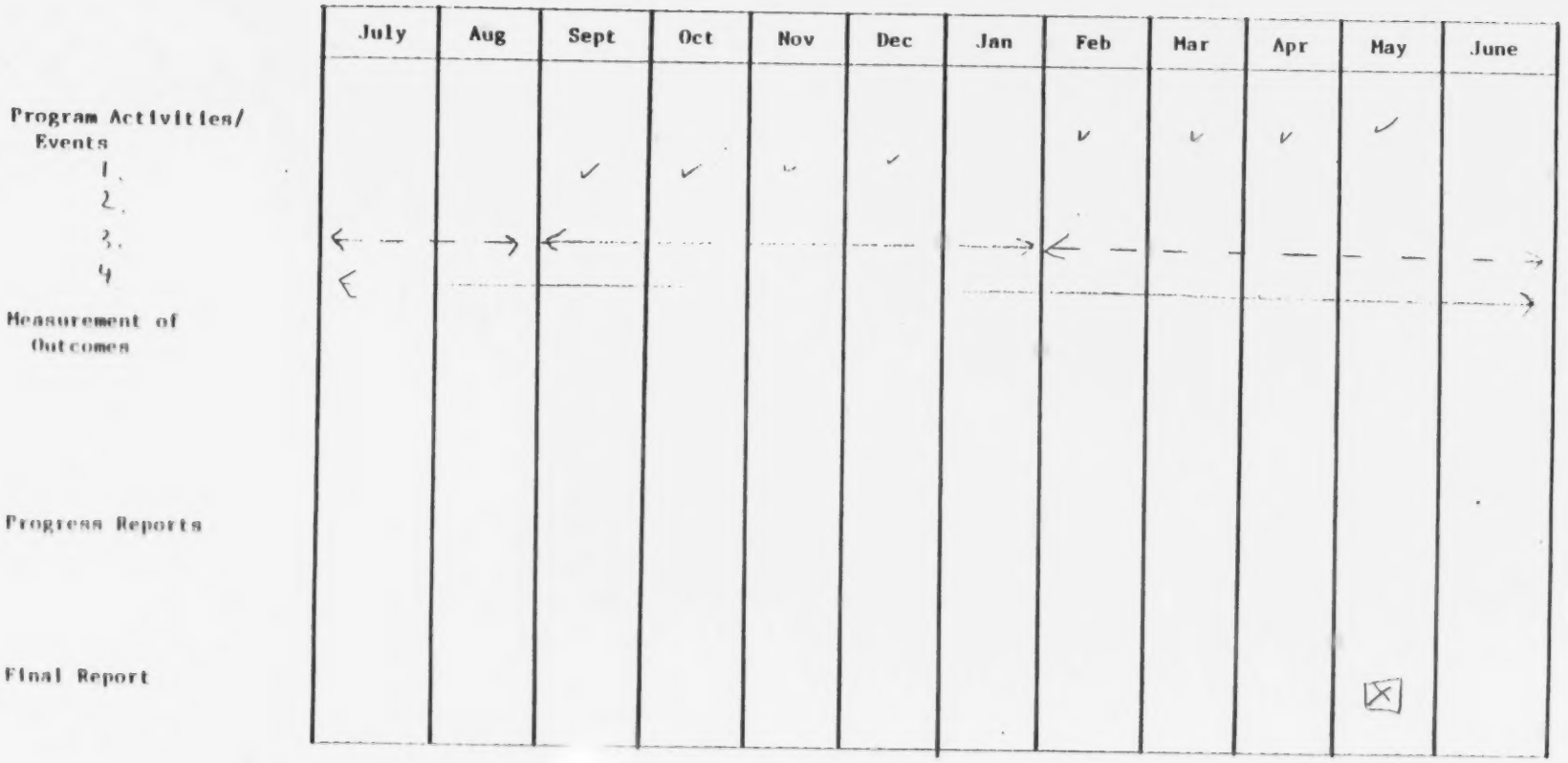
DIVISION OF GRADUATE STUDIES

AND RESEARCH

Unit: [illegible]

Date:

1984-85
Schedule of Activities



LEARNING SKILLS CENTER

Unit: Learning Skills Center

Date: 3/27/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV. A and C V. A and C	to increase academic success and retention rate of SAA students	1. assess reading skills * 2. provide reading comprehension classes and adjunct reading classes in social sciences and social ecology. * 3. Provide special drop-in hours and workshops in writing and math at Cross Cultural Center. 4. Provide individual assessment of study skills. 5. Provide workshops for Escel. 6. Provide pre-Chem 10, Chem 10 and Chem 10 honors workshops. * 7. Humanities 10	students enrolled in courses with which programs are coordinated. students who need to develop reading, writing, math, and study skills for courses for which no specific adjunct workshops are offered. Programs will be open to any student seeking support. We will make a special effort to increase referral of SAA students by academic advisors, Special Service staff, faculty, and TAs.	increase in # of students in good academic standing, improvement in their GPAs. development of confidence in potential for academic success. development of responsibility for seeking academic support	Tracking of students in use of programs, increase in GPAs in related courses, and pre- and post-tests reading comprehension, Hum. 10, and Chem 10. Student evaluation forms
VI. A and C VII. A and C VIII. A and C	to increase academic success and retention rate of SAA students	1. Provide workshops for students enrolled in courses that satisfy upper-division writing requirements. * 2. provide workshops in math anxiety reduction and math language for non-math and non-science majors. 3. provide workshops in lab report or technical writing			
VIII. F	to assist SAA students in gaining admission to grad. school or in meeting professional requirements	1. provide workshops and classes preparation for grad. exams. 2. Provide workshops in preparation for CBEST. 3. Provide assistance in writing statement of purpose for admission.			

* Part of PASS Course
Adjunct Preparatory Skills Program

Unit: Learning Skills Center

Date: 3/27/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV. B V. B VI. B VII. B VIII. C	to increase SAA students use of support services	1. outreach to clubs and organizations (BSU, MECHA, etc.) 2. program announcement and explanations in newsletters and publications for SAA students 3. presentation of workshops for clubs and organizations that request them.	club and organization members and recipients of publications	increased knowledge of and, therefore, use of LSC programs. improved skills; thus higher GPA	comparison of number of students using services with previous years. comparison of # of programs attended and # of hours of attendance with previous years

Unit: Learning Skills Center

Date: 3/27/84

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
1. workshops				x	x	x	x	x	x	x	x	x
2. classes				x	x	x	x	x	x	x	x	x
3. adjunct classes				x	x	x	x	x	x	x	x	x
4. outreach, publicity			x	x	x		x	x		x	x	
Measurement of Outcomes												
pre-,post-tests				x		x	x		x	x		x
student evaluation				x	x	x	x	x	x	x	x	x
tracking. program use						x			x			x
GPA						x			x			x
Progress Reports												
						x			x			x
Final Report												
												x

PROGRAM OF ACADEMIC SUPPORT

SERVICES

Unit: Program of Academic Support Services

Date: April 16, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I,A,B II,A,B III,A,B,C	To provide the UCI service area schools with UCI Freshmen performance data by schools	Annual Freshman Skills Assessment Report to UCI service schools and community colleges (coordinate with RADIUS)	UCI SAA Students, SAA students in UCI service area schools, Service area school teachers	Students and teachers will have a realistic idea of what is required at UCI and how service area students perform on UCI placement exams.	SAA Freshman Reports will be sent to UCI service schools.
IV,A, V,A, VI,A, VII,A VIII,C	To address student underpreparation and retention	Preparatory Skills Instruction Program (course adjuncts in Social Science, Math, Humanities developed in conjunction with the academic units)	SAA Freshmen & Transfer students	SAA students who fail placement exams will be referred to academic counselors and recommended for program placement.	-Course grades -Freshman and sophomore year persistence
IV,G, V,G, VI,G, VII,G VIII,G	To increase SAA student enrollment and retention in academic units where underpreparation exists.	-Joint program with the schools of Physical and Biological Science, e.g. -EXCEL Study Room -Tutorial workshops for Engineering & ICS -Math 1 Workshops -Chem 10 Workshops -Structured study groups		Increase in number of SAA students who persist in Math, Science, and Engineering	1985 Fall Enrollment data

Unit: Program of Academic Support Services

Date: April 16, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV V VI VII VIII	-Development of a comprehensive system for monitoring SAA student referral and utilization of PASS Academic Support Services and preparatory skills instruction	Development of a SAA record in the PASS Tracking and Student Research System	All SAA Students	1. Identification of enrolled SAA students 2. Identification of SAA students academic records Identification of SAA students' utilization of PASS Academic Support services	Development and provision of data for evaluation of PASS programs Effectiveness in meeting SAA goals and objectives
IV.A2, D V.A2,D VI A2,D VII A2,D VIII A2,D	-To develop a distinct program of academic orientation and scholarly enrichment activites for SAA students	PASS Minority Students Program	SAA Students	-Increased student identification and participation in the academic goals and activities of the University -Increased SAA student/faculty interaction	Student questionnaires Review of Program records for participation data

Unit: Program of Academic Support Services

Date: April 16, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.B. VI.B.	-To assist SAA students in assessment of their academic learning needs -To encourage SAA students to address academic weakness in their first quarter of enrollment -To orient academic counselors to the assessment process and in the effective utilization of data -To provide academic units and PASS with necessary data to address student under-preparation	1. Freshmen Skill Assessment Program (Comprehensive administration of placement/assessment exams) including new Reading Assessment Program 2. Orientation and planning with academic advisors and chief academic advisors 3. Quarterly Freshman (and Transfer) Skills Assessment Report to skills counselors and to academic support services 4. LSC and TAP activities which address this objective	All SAA freshmen and transfer students	1. Assessment data will be distributed to academic counselors for student counseling, placement, and referral 2. Students will have a good sense of their strengths and weaknesses in relation to UCI course requirements 3. Academic units and PASS will utilize the information in academic planning and corricular development	1. Program implementation and distribution of data 2. Review of student participation in PASS services to which they are referred 3. Identification of utilization of data; identification of joint PASS/academic unit programs to address preparatory skills instruction Outcome assessment of LSC and TAP activities under their goals/objectives (See their individual listing)

Unit: Program of Academic Support Services

Date: 4-16-84

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Fall 1985
Program Activities/ Events	x	x	x	x	x	x	x	x	x	x	x	x	x
Measurement of Outcomes													x
Progress Reports							x					x	
Final Report Fall 1985													x
Fall 1986 (Persistence)													

SPECIAL SERVICES

Unit: Special Services

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV A 1. 2	To move students from probationary status to good standing, and improve GPA of all students.	A. 1. Monitoring 2. Workshops 3. Referral services 4. Tutorial services 5. Outreach 6. Counseling	EOP/SAA, Special Services eligible, handicapped, and all students.	Students will improve GPA's and not be on probationary status.	Monitor GPA improvement.
B.	to assist students to become aware of and participate in the University's support Program	B. 1. Assessment testing 2. SPOP 3. Orientation 4. Outreach 5. Workshops 6. Referral services 7. Counseling 8. New voice	Same as above, emphasis Freshman and Sophomore	Students will develop confidence to seek out and participate in support programs	Record number increase of those participating and number of times participating in SSP activities.
C.	to create the awareness for the need to maintain satisfactory and normal progress by carrying full course load	C. Same as B	Same as above	Students will maintain satisfactory progress and normal progress	Record drop in numbers appearing on probation lists - record numbers moving to next class level.
D. 1. 2. 3	to help students to adjust to, and develop support systems to survive at the University.	D. 1. SPOP 2. Workshops 3. Referral services 4. Counseling	Same as above	Students will feel confident, and become comfortable with the University environment by gaining knowledge of services available, and potential to use those services	Same as B.

Unit: Special Services

Date: March 27, 1984

1984-85

SAA Program Activities

OCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V. A .2					
B	Same as IV	Same as IV	Same as IV	Same as IV	Same as IV
C					
D					
E. 1. 2. 3					
VI. Same as above	Same as IV	Same as IV	Same as IV	Same as IV	Same as IV
VII. Same as above	Same as IV	1. Same as above 2. Conduct workshops especially designed to create awareness of graduate and professional school opportunities	1. Same as above 2. EOP/SAA, SSP eligible, handicapped all students junior status.	1. Same as above 2. Create awareness of graduate and professional school opportunities and processes for application to these schools	Same as IV
VIII					
A. 1. 2	Increase the number of students graduating	Same as 1 above	Same as 1 above	Same as 1 above	1. Record number increase of students graduating and compare annual increase.
B - 1.2					

Unit: Special Services

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VIII. Cont.					
C 1	Same as above	Same as above	Same as above	Same as above	Same as above
D 1. 2. 3	Same as above	Same as above	Same as above	Same as above	Same as above
E. 1. 2. F	Assist students to explore, and formulate plans regarding graduate and professional school, and or job opportunities	1. Workshops for seniors to implement and timeline action plans for applying to graduate school. 2. refer students to and coordinate with CPPC, workshops to acquaint students with resume preparation, and interviewing techniques.	EOP/SAA, SSP eligible and handicapped seniors	increased applications and enrollment in graduate and professional schools successful transition from college to job placement	Number of students enrolled in graduate and professional schools. number of students placed in job opportunities

Unit: Special Services

Date: March 27, 1984

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
1) Assessment Testing	X	X	X								X	X
2) SEOP		SEOP		X				(SEOP)				
3) Orientation	X		X									
Measurement of Outcomes												
1) # of participants	✓	✓	✓								✓	✓
2) Post evaluation		✓	✓									
3) # of participants & resultant client pool	✓		✓									
Progress Reports												
1) Assessment testing	☒	☒		☒								☒
2) SEOP				☒				☒				☒
Final Report												
1) Assessment testing				☒								
2) SEOP				☒								

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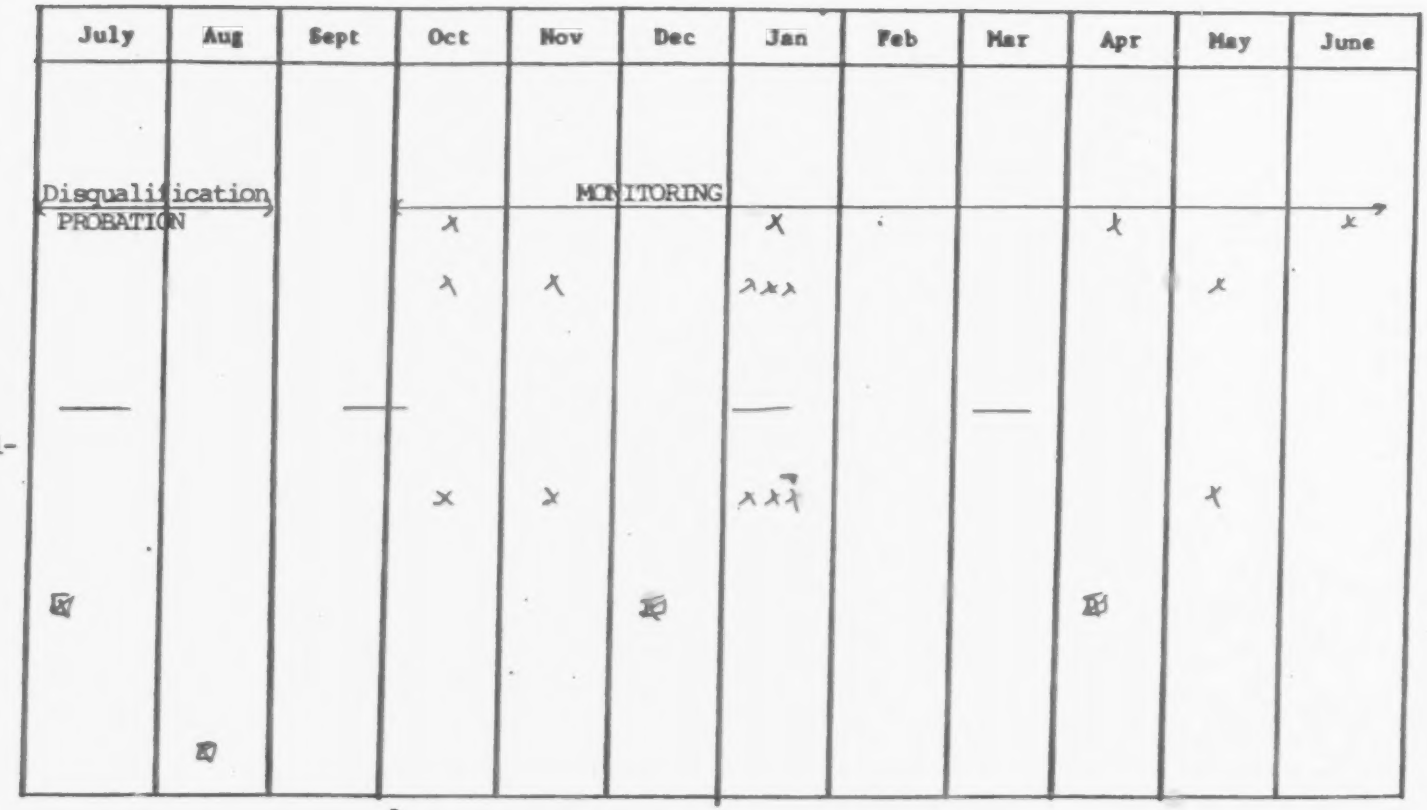
Unit: Special Services

Date: March 27, 1984

1984-85
Schedule of Activities

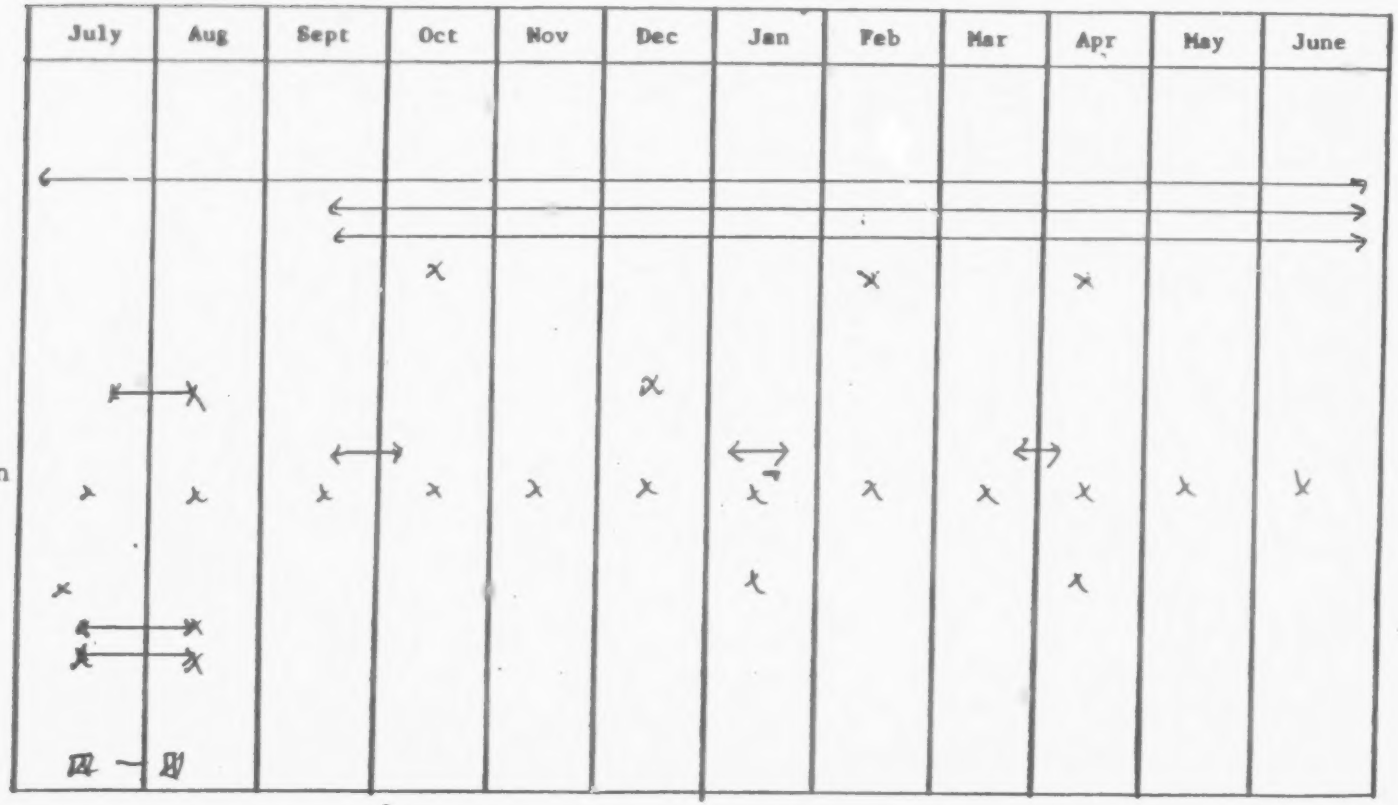


Unit: Special Services

Date: March 27, 1984

1984-85

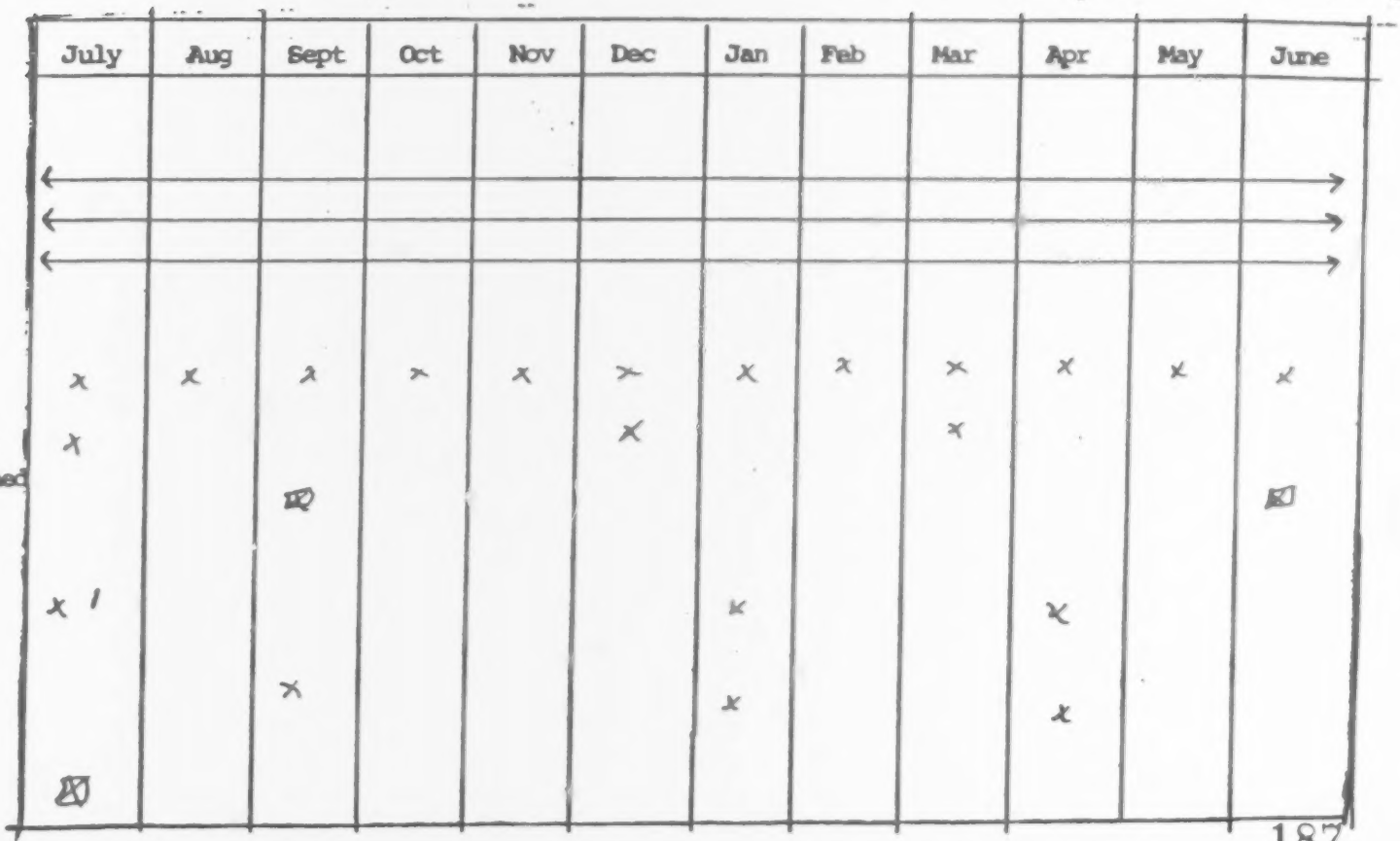
Schedule of Activities



Unit: Special Services

Date: March 27, 1984

1984-85
Schedule of Activities



TUTORIAL ASSISTANCE PROGRAM

Unit: Tutorial Assistance Program

Date: April 4, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV. A, B and C V. A, B and C	To increase academic success and retention rate of SAA students	Provide individual and group tutoring.	Undergraduate, lower division students. Approximately 40 percent will be SAA Students.	Enhancement of independent learning. Better preparation for advanced courses. Improvement of G.P.A.	Longitudinal investigation of student participation. Student evaluation.
VI. A, B and C VII. A and C VIII. A and B	To increase academic success and retention rate of students	Provide individual and group tutoring.	Undergraduates Upper division students Approximately 25 percent will be SAA Students.	Retention of students.	Student evaluations.

Unit: Tutorial Assistance Program
Date: April 4, 1984

1984 85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Tutoring	X	X	X	X	X	X	X	X	X	X	X	X
2. Publicity/ Outreach		X	X	X	X	X	X	X	X	X		
Measurement of Outcomes												
Student Evaluations					X				X			X
Progress Reports					X		X			X		
Final Report	X											

D. OUTREACH UNITS

Admissions

Alumni Affairs

EOP/SAA--Outreach

  Early Outreach

  Immediate Outreach

  Central Office

Project Radius

Relations with Schools and Colleges

ADMISSIONS

Unit: [illegible] of Admissions

Date: April 13, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II.A	Increase # underrepresented students motivated toward postsecondary education	Availability of Admissions professional staff to participate in presentations, panels, and meetings sponsored by other organizations	Admissions Management; Admissionns Counselors	Invitations to make professional presentations and present information from the Admissions perspective	Difficult. Continued contact by SAA students with Admissions staff whom they may have encountered in such a situation
II.D.4	Increase # underrepresented students who apply to UCI	Monitor ATP test score report tapes as to existence of test score record without a UCI application. Follow up with applicant	Admissions Management; Admissions Information System Technical Staff. Certain implementation might best be in the hands of an SAA unit	Acknowledge receipt of a test score report and ensure that an application is forthcoming, if the student is not already a UC applicant	No unaccounted-for SAA test score reports
	Support activities of other UCI units by improving analytical and profile information respective to significant subgroups of students/ applicants, such as SAA by major, etc.	→	Admissions Management; Admissions Information System Technical Staff	Heightened awareness of characteristics and potential characteristics of aggregate students in a major or other program. Ability to design outreach and retention activities more precisely.	Increase in number of focused programs by interfacing units. Improved yield and retention of SAA students due to those efforts
		Address policy and political issues regarding use of differential selection criteria by ethnicity in retaining applicants in impacted majors	Admissions Management; Academic Affairs; Academic Senate; Academic Units	Determing whether it is in UCI's best interest, of that of students and of the public, to select students by factors which predict performance best by ethnic background	Improved retention and performance of students selected for impacted majors. Improved public acceptance of processes involved
		Continue to research factors related to student performance by ethnic and other social backgrounds	Admissions Management; Admissions Information System Technical Staff	Better communication to students of the actual nature of an academic program relative to their academic characteristics	Improved alignment with and retention in, academic programs among SAA students

Unit: [illegible] of Admissions

Date: Apr 1 13, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
	Lessen negative impact of admissions testing requirement on students whose test-taking skills are likely to be deficient	Personal contact with applicants whose test scores are adversely affecting eligibility, but could be improved. Encourage repeats of tests. Offer institutional testing to SAA applicants whose eligibility might be achieved by improved performance	Admissions Management; Admissions Counselors	Less loss of eligibility due to test scores too low for a given GPA	More eligible applicants among AAA

ALUMNI AFFAIRS

Unit: Alumni Affairs

Date: April 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
	To provide prospective UCI students with a "real life" perspective of UCI	1) Alumni Reps	UCI alumni	Personal contact with alumni will positively influence students' decision to attend UCI	Alumni evaluations
	To provide prospective UCI students with an opportunity to talk to alumni about their personal experiences at Irvine.	2) Ask-An-Alum	UCI alumni	same as above	Alumni evaluations Enrollment analysis
	To improve the academic quality of the student body; to promote the image of UCI as a campus that encourages and rewards academic excellence: to enhance enrollment efforts, and to enhance retention efforts.	3) Honors Scholarships	UCI faculty, staff, alumni and support group members (they serve as evaluators)	To attract top-ranking students to UCI	Scholarship analysis

Unit: Alumni Affairs
Date: April 27, 1984

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1) Alumni Reps	reps contacted	CN & CCUD dates assigned	Training sessions	CN & CCUDs →				CN & CCUDs →				
2) Ask-An-Alum	reps contacted		contact cards out			contact requests assigned	Contacts made →				Follow-up →	
3) Honors Scholarships			Applications available →				deadline		Evaluation	selection	winners notified	renewals notified
Measurement of outcomes				Alumni →		Evaluations →						
1) Alumni Reps											Enrollment Analysis	
2) Ask-An-Alum												
3) Honors Scholarships												
Progress Reports							Alumni Reps					
Final Report											Alumni Reps Scholarship	ASK-An-Alum

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EOP/SAA--OUTREACH

EOP/SAA - OUTREACH OFFICE

OUTLINE OF PROGRAMS

I. EARLY OUTREACH PARTNERSHIP PROGRAMS (EOPP)

A. Junior High Partnership Program
   - Counseling Component
   - Saturday College Component
   - Activities Component

B. High School Partnership Program
   - Tutoring/Counseling Component
   - Follow-Up Component
   - Academic Enrichment Program
   - High School Clubs Component

C. Data Support Component

D. Parent Component

E. Summer Residential Programs

F. Student/Teacher Education Project (STEP)

II. IMMEDIATE OUTREACH (IO)

A. Staffing and General Functions

B. Outreach Visitations:
   - High Schools
   - Community Colleges

C. Campus Tours

D. Summer Residential Programs

E. Special Outreach Projects

F. Internal Campus Coordination/
   EOP/SAA Application Follow Up

G. Special Follow-Up Projects

H. EOP Special Action Admissions Process

I. Intersegmental Activities

J. Professional Conferences

EOP/SAA - Outreach Office
Outline of Programs

III. GENERAL EOP/SAA OFFICE FUNCTIONS

A. Staff Recruitment (Student)

B. Staff Training and Development

C. Data Support Component

D. Publications

E. Resource Development

F. Service on UCI Committees

G. Evaluation

EOP/SAA--OUTREACH

EARLY OUTREACH

Unit: EOP/SAA--OUTREACH

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
A. Junior High Partnership Program

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IA, IC	To motivate, challenge, and enable 7th and 8th graders to enroll in a rigorous course of study to prepare for college eligibility.	Junior High Counseling Component (same as 83-84)	7th and 8th grade low-income and/or underrepresented students in EOPP targetted intermediate schools.	-Increased awareness of college requirements; -Enhanced self concept; -Increased enrollment in general math, pre-algebra (8th grade); -Increased enrollment in college prep English course (8th grade).	Pre-Post attitude and knowledge of college requirements survey. Academic standing report: -GPA -Grades -Courses taken -Citizenship/work habits STEP Contracts -"PREP" at Santa Ana High School
IA, IC	(See Junior High Counseling)	Junior High Activities Component Women in Science and Math Conference (see 83-84) Campus tours (see 83-84)	7th and 8th grade SAA female students in GATE and high achieving status.	-Increased awareness of science/math careers. -Enhanced self-concept. -Enrollment in pre-algebra or algebra courses. -Increased academic standing of Partnership profile with recruitment of these students into EOPP.	-Activity evaluation. -Academic standing report.
IA, IB 1-7, IC	To provide students with exposure to the University and to academic disciplines, and with the opportunity for increased time on task. *With FIPSE, Saturday College would be extended to	Saturday College (Junior High) (see 83-84)	See 83-84	-Improved Writing fluency levels. -Increased motivation to pursue a college preparatory course of study and increased knowledge about college requirements. -Enhanced self concept. -Increased awareness of academic disciplines.	-Pre-post writing assessment. -Pre-post attitude and "college requirements" survey. -Participant performance evaluation: a) attendance, b) participation, c) preparation.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
A. Junior High Partnership Program

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
	reinforce school curriculum by means of closer coordination with school site teachers and introduction of tutorial services.	Continue critical thinking curriculum introduced Spring 83.			-Pre/post critical thinking test.
I B - 7	To assist students in strengthening their basic skills and study skills.	* Proposed Junior High Tutorial Component --emphasize study skills	All currently targetted sites.	-Improved study habits. -Improved academic performance.	-Pre-post test on study habits. -Data collected on participant GPA.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program

1984-85

SAA program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A 1	To increase the number of 9th grade targetted students who enroll in college prep courses.	<u>High School Tutoring/Counseling Component</u> (same as 83-84) 1. Provide 8th to 9th grade transition services (review of student grades and test scores to negotiate with school site personnel for placement in appropriate course levels--college prep or pre-prep courses in remediation.) Determine the number of 9th graders who are enrolled in A-F courses, and determine the areas of greatest need for remediation.	EOPP targetted high school students (see 83-84). If possible, tutorial services will be extended to include more school sites.	Increased number of EOPP 9th grade students whose schedules include college prep courses.	1. Routine data reports will indicate number of 9th grade students enrolled in college prep courses. Establish baseline 83-84.
II A 1-4 B 2		Inform high school counselors of incoming 9th grade EOPP students and our commitment to support them in their courses.		Counselors will be willing to change schedules for some EOPP students to include college prep courses, which will put students on college track.	Transition service report.
II A 1-4	To increase the number of targetted high school students enrolled in college prep courses.	2. Monitor EOPP student course progress to provide tutor/counseling staff with reports on student status. Revelation should provide more timely access to data.		Counseling interns will be better able to advise students based on specific academic data; increased number of high school students enrolled in college prep classes.	2. Routine data reports. Counselor survey will assess utility of academic standing reports.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A 1-4 II B 1-3 II C 8	To insure students of academic support services in order to encourage their "risking" enrollment in college prep courses; To assist students in strengthening their academic skills and ability to persist in college prep courses; To reinforce or assist schools in enforcing participation requirements for college preparatory programs.	3. Implement new EOPP continuation criteria: students whose GPA falls below a 2.0 must attend tutoring. Monitor students mid-semester progress to schedule tutoring intervention if necessary.		Increased student GPA, utilization of tutorial services, and enrollment and persistence in college prep courses.	Routine data collection. Semester reports will indicate the number of students requiring tutoring under new EOPP continuation criteria and the number utilizing services.
		4. Enhance recruitment and training processes for the tutoring/counseling component. Coordinate with Tutorial Assistance Program and Special Services. (Also see General EOP/SAA Office Functions for Recruitment and Training.)		More consistent delivery of services to students at the school sites. Data will show an increase in the number of students contacted. More 9th graders will persist in college prep math and English.	Routine service data.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I B	To provide 8th graders with intensive academic support to facilitate enrollment/retention in college prep courses.	5.* With FIPSE/other increased funding, conduct a "Summer Bridge" program for incoming 9th graders that focusses on math and reading remediation/review for college math and prep English.	Targetted 9th graders at STEP schools.	More consistent delivery of services to students at the school sites. Data will show an increase in the number of students contacted. More 9th graders will persist in college prep math and English.	Establish base line 84-85.

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

SAA Program Activities

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program
High School Follow Up Component

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
	1. Determine number of EOPP seniors that are on track to achieving UC eligibility.	1. (June) Data support will collect transcripts/eligibility records from high schools. Compile complete class profiles.	EOPP seniors at all targetted schools.	1. Tutor/counselors have assessment of student status to enhance delivery of services.	1. Completed class profiles.
II B 1,3 See note below	2. Encourage academic performance of EOPP seniors. Inform them of program support services: tutorial/ study skills. Increase number of EOPP participants who are informed of application process/ important deadlines. Determine initial college campus choices. Increase number of EOPP seniors who apply to college.	2. (July) Counseling component sends letter of acknowledgement to students whose GPA improved, and Letters of encouragement to student's whose GPA has dropped. Begin contacting seniors re: Intent to apply and year-end service assessment.		2. Increased student GPA and utilization of support services.	2. Copy of letters/roster of students addressed.

NOTE: Recommend a specific G&O regarding assisting secondary schools in providing orientation for students to college opportunities and admissions procedures.

Unit: EOP/SAA--OUTREACH

Date: 3/28/84

1984-85

SAA Program Activities

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program
High School Follow-Up Component

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II C 8 & 9	EOPP coordination of follow-up activities will assist the schools in enhancing students orientation to college opportunities, admissions practices and procedures.	3. (August) Establish follow-up activities schedule with high school counselors regarding college application/financial aid/and SAT workshops at each school site. Send participant rosters to high schools.		3. Increased number of opportunities for students to learn about procedures for applying to college.	3. Follow-up activities report.
II A 4 & D	Increase number of EOPP seniors who participate in program activities.	4. Send letters to seniors re: UC eligibility status and EOP/SAA services throughout the year.		4. Increase number of EOPP seniors who complete the A-F pattern and apply for college/ financial aid.	4. Routine data collection on UC eligibility and service utilization. Establish baseline 83-84.
III A & E 1	Enhance intersegmental collaboration.	5. Send SAUSD graduate roster to SAC to maintain linkage with Partnership grad's.		5. Increase number of former EOPP students who transfer to UCI	5. See Immediate Outreach-Community Colleges.
II D	Insure that EOPP seniors are informed about UCI.	6. (September) Transfer 12th grade profiles to Immediate Outreach for recruitment purposes.		6. Increase number of EOPP seniors who apply to UCI.	6. See Immediate Outreach-High Schools.
IV B-D	Inform support services of long term interest in follow-up of former EOPP students to confirm unity of purpose.	7. Send letter/roster to UCI support services regarding incoming EOPP graduates/ UCI student.		7. Increase students utilization of support services.	7. Copy of letter/roster.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program
High School Follow-Up Component

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II D 3	Insure direct attention to EOPP seniors and enhance inter-campus collaboration by fostering Partnership name exchange network.	8. Send directory of UC eligible EOPP seniors to other UC EOP campuses.		8. Increase UC enrollment of Partnership students.	8. Copy of letter/directory.
II C 8-9	Assist schools in orientating students to college entrance procedures.	9. (October-December) Begin services to seniors. Conduct application/SAT workshops at targetted high schools.		9. Increase number of college applicants.	9. Activity reports.
	Increase longitudinal data on enrollment retention.	10. Survey EOPP class of 83 to determine enrollment/career status.			10. Report to Systemwide on class of 83.
II D	Acknowledge students and parents of EOPP participants.	11. EOPP senior recognition event. Inform seniors of (1) senior activities, (2) steps in the application process, (3) EOPP interest in maintaining contact after high school.		11. Increase number of seniors who apply to college.	11. Activity reports.
III A	Maintain intersegmental collaboration to enhance the transfer function.	12. (November) Letter to the EOP unit at Santa Ana College (OCC & Saddleback) requesting names of interested SAA Winter transfer students.		12. Increase yield of SAA transfer students.	12. See Immediate Outreach.

Unit: EOP/SAA--Outreach

Date: 3/28/84

EARLY OUTREACH PARTNERSHIP PROGRAM
B. High School Partnership Program
High School Follow-Up Component

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II D	Enhance recruitment effort of EOPP seniors by other institutions of higher education.	13. (December) Send informational letter to campuses of seniors' choice based upon intention to apply information.		13. Increase number of students who go to college.	13. Copy of letters/rosters of students.
II A F	Insure follow-up of of seniors' academic progress.	14. (January-February) Collect semester grades of seniors to compile GPA profiles and send letter of acknowledgement/support to students based upon GPA status. (Same as July)		14. Encourage students' higher academic performance.	14. Routine data report. Copy of letter/names of students addressed
II D 1 III A-B	Insure students knowledge of the transfer process.	15. (February-May) Begin working with UC ineligible seniors to develop a CC transfer plan, in coordination with Community College staff.		15. Increase the number of EOPP students who transfer to a four year college.	15. Intersegmental project activity reports
II D 3	Inform EOPP students of our commitment to stay in touch with them throughout college.	16. (May) Senior Recognition Event. Invite all UC accepted Partnership students to a UCI reception.		16. Increase actual UCI enrollment of EOPP students.	16. Activity report.

Unit: EOP/SAA--Outreach

Date: 5/30/84

EOPP
B. High School Partnership Program
Academic Enrichment Program (AEP)

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IIA IIB IIC IID	To increase the pool of underrepresented students interested in pursuing academic disciplines within the humanities, fine arts, and computer science. Students will be exposed to the University environment including faculty, staff and students; encouraged to investigate the humanities, fine arts, and computer sciences; and assisted in the development of effective study methods and test-taking strategies.	(See 83-84). Saturday College-AEP Tutorial/Counseling Assistance AEP Activities (see next section). The summer 84 evaluation will address issues concerning AEP such as separation from the high school Partnership Program, selection of participants, and implementation of the AEP Faculty Advisory. * Increased collaboration with Academic Units on discipline-specific outreach will provide valuable support in the planning and implementation of new activities for AEP students.	Academically promising or recommended underrepresented high school students, 9-11 grades, 2.7 and above G.P.A.	An increased number of students in AEP will be enrolled and retained in college preparatory courses, and students will improve their academic performance.	Academic standing reports will be prepared each semester to monitor student enrollment and progress in college preparatory courses.

Unit: EOP/SAA--Outreach

Date: 5/30/84

EOPP
B. High School Partnership Program
Clubs Component

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IIA	To develop peer support and motivation toward achieving academic excellence.	*UCI Partnership Clubs will be organized at more school sites (on-going at Saddleback and Banning). A series of activities will be scheduled, including guest speakers from colleges and businesses and excursions to educational events.	AEP and Partnership students.	Students will demonstrate increased motivation to achieve to the best of their ability.	Individual activity evaluations by students and staff. Academic standing reports of Clubs Component members can be compared to non-members.

Unit: EOP/SAA--OUTREACH

Date: 5/30/84

EARLY OUTREACH PARTNERSHIP PROGRAMS 1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		C. Data Component See General EOP/SAA Office Functions			
II A-D	To increase the active participation of parents in their children's academic progress and in the decision-making processes of the schools.	D. Parent Component (See 83-84) The Summer 84 Evaluation will address the issue of re-structuring this component to revitalize the function.		The increased involvement of parents should be reflected in students' academic progress.	To be determined.
IA-C and IIA-D		E. Summer Residential Programs Junior high and senior high programs will be resumed in Summer 85.			

Unit: EOP/SAA--OUTREACH

Date: 5/30/84

EOPP
F. STEP Project

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I A-C, II A-D, *III A-E Specifically IB 8-10 II A,B, C	To establish a comprehensive model of school-college collaboration to improve the quality of student preparation, enhance the curriculum offered to students who have aspirations for college, and to provide mutual teacher/staff professional development.	STEP activities fall into four categories: 1. Reciprocal Faculty Inservice Exchanges 2. Collaboration on Curricular Enhancement	Students, teachers, counselors, administrators, parents of students in the SAUSD; UCI staff, faculty and students; *Santa Ana College staff, students and faculty; CSU Fullerton staff and faculty.	STEP will be nationally recognized as a comprehensive model for school-college collaboration; students will demonstrate improved academic preparation and increased rates of postsecondary participation; Parents will become more instrumental in helping their children achieve higher levels of academic preparation, and increase their participation in school decision-making processes. Faculty will improve their teaching strategies and enhance the curriculum through collaboration among elementary, intermediate, secondary, and post-secondary levels.	A year-end evaluation will document project implementation and impact on student's academic performance.
I A-C, II A-D		3. Student Academic Support/Parent Component			
III A-E		*4. Inter-Institutional Agreements to Enhance Community College Transfer An Intersegmental Advisory Council will be established to begin meetings in September. A series of STEP Forums will be conducted, and this office will coordinate assistance for the development of faculty inservice			

Unit: EOP/SAA--Outreach

Date: 5/30/84

EOPP
F. STEP Project

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		exchanges. The number of activities and depth of involvement, however, depends to a degree on FIPSE or other outside funding. Examples of proposed activities include: *Mathematics Summer Bridge - to assist in the transition from 8th to 9th grade algebra; * Reading Clinic * STEP Saturday Scholars * Parents Advisors Cadre * Artists in Training * Scientists in Training * Visiting Scholars Program * Bridging Action for Community College Transfer * Annual Intersegmental Conference Ultimately the goal of STEP is to secure inter-institutional agreements that will in fact institutionalize the university-school collaboration.			

EOP/SAA--OUTREACH

IMMEDIATE OUTREACH

Unit: EOP/SAA--Outreach

Date: 5/30/84

1984-85

IMMEDIATE OUTREACH

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
(See General EOP SAA Office Functions for staffing objectives and measures of outcomes.)		A. Staffing and General Functions An evalaution of IO program activities will be conducted during the summer of 84 to determine strategies for the 84-85 academic year. * Proposed staffing increases include a Student Affairs Officer I responsible for community college outreach. Alternatively, an Administrative Intern would be assigned to this role.			
IV-VII B, VIII C IV-VIII D		Cal-SOAP funding for 84-85 is uncertain. Until budgets are finalized, the number of para-professional positions available to support IO functions cannot be determined.	Student Core positions are open to all UCI students.		
II A NOTE: State objectives measure these outreach efforts in terms of resultant student behavior (i.e., enrollment and retention in college-prep courses.)	To provide motivational, procedural advise for high school students to encourage their academic pursuits in college-prep courses and assist them in applying for admission to college.	B. Outreach Visitations 1. High Schools	1. See 83-84 lists. A revised roster of IO targetted high schools will be produced during the summer 84 evaluation, based on several factors such as demographics, location, and coordination with ORSC and EOPP.	1. An increased number of EOP/SAA students will learn about UC/UCI educational opportunities, the benefits of post-secondary education in general, and the A-F course requirements for admission to UC.	1. Estimates of the number of students contacted during each outreach activity will be recorded. Baseline data for outreach "contacts" can be obtained from IO 83-84 summaries.

Unit: EOP/SAA--Outreach

Date: 5/30/84

IMMEDIATE OUTREACH

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
III A-E	Increased collaboration with all segments of education to enhance the community college transfer program.	B. Outreach Visitation: 2. Community Colleges	2. See 83-84 lists. A revised roster of targetted community colleges will be produced during the Summer '84 Evaluation.	2. An increased number of EOP/SAA community college students will receive information on the transfer process.	2. Estimates of the number of students contacted during each activity will be recorded. Baseline data can be obtained from 83-84 summaries. The dissemination of publications regarding transfer can be documented.
II A, III A	To expose students to the University environment and orient them to UCI's campus, staff and faculty.	C. Campus Tours See 83-84.	High shcool and community colelge students by special arrangement with school sites or educational programs.	Increased motivation for students to continue academic preparation for college and/or transfer to a four-year program.	The number of students who participate in tours will be documented. Activity evaluations will be completed by students and staff involved.
IIA directly and indirectly; IIC 9 indirectly; IID directly and indirently; III A-E indirectly.	PCATS: To train a cadre of high school seniors who will function as peer counselors for college advisement, which will also motivate their own academic progress into higher education.	D. Summer Residential Programs See 83-84. Due to fiscal constraints, PCATS will be cut to a four-day program. SEEP will not be conducted in Summer 84 but resumed in 85. The concept of a summer workshop program at community locations will be explored.	Selected high school seniors only (no community college students.)	a. These students will learn counseling techniques and application procedures for admissions, housing and financial aid at each segment of higher education. b. In their senior year of high school, PCATS trainees will serve as peer counselors in college advisement. c. Approximately one-fourth of the PCATS trainees will apply to UCI	a. Trainees will be tested on their retention of information concerning proper college advisement. b. School site counselors who select students for participation in PCATS and place them in peer counseling positions will be asked to evaluate student training and effectiveness. c. PCATS trainees will be tracked to follow their progress into postsecondary education.

Unit: EOP/SAA--Outreach

Date: 5/30/84

IMMEDIATE OUTREACH

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A, II D	To target specific populations for outreach purposes.	E. Special Outreach Projects The Summer 84 Evaluation will determine which efforts will be continued, expanded or initiated in 84 85. 1. American Indian Recruitment 2. Compton District 3. Bell Gardens	(See 83-84)	Targetted students will be better informed regarding higher education in general and UCI specifically, and better motivated to pursue a college prep course in high school; An increased number of EOP/SAA students will apply to and enroll in UC/UCI and other postsecondary institutions.	Activity and service reports will document program content and participants. In the future (projected two years) the EOP/SAA data system will be able to recall records to check service background on UCI EOP/SAA applicants.
IID	To assist prospective applicants with the entire application/enrollment process at UCI, and to provide referrals to similar services in other postsecondary institutions.	F. Internal Campus Coordination/ Applicant Follow Up (See 83'84) Increased collaboration with academic units on discipline-specific outreach is expected under the SAA Five Year Plan. The Biological Science/EOP project has already been piloted at L.A. Harbor College, and in 84-85 will be expanded to target five additional community colleges and high schools. This project can serve as a model of such collaboration. Methods to be utilized will include the following: school site visits, parent meetings, meetings with (Science) faculty and staff, UCI tours, and recruitment for the summer premedical programs at community college sites.	Prospective EOP/SAA applicants. Compton CC, East Los Angeles, L.A. Harbor, Rio Hondo, Santa Ana College, Compton High , Pioneer, Banning, Santa Fe H.S., Santa Ana H.S.	An increased number of EOP/SAA students will apply to and enroll in UC/UCI and other postsecondary institutions.	UCI Admissions report, baseline 83-84. EOPP transition services (follow up component) will assist in the documentation of the EOP/SAA program's impact on, EOPP students' rate of postsecondary participation. Students and staff will be asked to complete a follow-up questionnaire regarding the impact of this project on student college-going plans.

Unit: EOP/SAA--OUTREACH

Date: 5/30/84

IMMEDIATE OUTREACH

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
See F. above		G. Special Follow-Up Projects (see 83-84) The "Admissions in the Field" and "Early Financial Aid Notification" projects will be expanded to more target sites (not yet selected). *The possibility of "down-loading" admissions applicant data to the EOP/SAA data system will be explored. This would greatly facilitate specialized follow-up processes.			Tracking of students who participate in these special projects will attempt to document their rate of participation in post-secondary education
IID	To make special admissions consideration available to EOP students who may not have had the same opportunities to prepare for University work as others, but who can offer evidence supporting their potential to achieve at this level.	H. EOP Special Action Admissions (See 83-84)	EOP applicants who do not meet the regular admissions criteria.	An increased number of EOP students will apply and enroll at UCI.	Admissions reports and EOP Special Action Admissions Summary Report.

Unit: EOP/SAA--Outreach

Date: 5/30/84

IMMEDIATE OUTREACH

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A, D III A-E	To coordinate outreach efforts with representatives from each segment of higher educatio	I. Intersegmental Activities (see 83-84) As many of the activities conducted in 83-84 as possible (considering staffing limitations) will be continued. In addition, three separate proposals by the community colleges themselves regarding transfer projects have been submitted to various agencies for funding:	Targetted high school and community college students in Orange, Los Angeles and Riverside Counties.	An increased number of EOP/SAA students will learn about UC/UCI educational opportunities and the benefits of post-secondary education in general. Increased participation of underrepresented students in postsecondary educatio.	See B. Outreach Visitations.
III A-E	To collaborate with community college staff, faculty and administrators to strengthen the transfer function.	*1. Compton College (Ford Foundation) *2. Los Angeles Harbor College (Ford Foundation) *3. Mt. San Antonio College (FIPSE)	CC students	An increased number of EOP/SAA community college students will receive information on the transfer process, complete a transfer level program, and successfully make the transition to a four-year campus. We can measure, however, only an increase in the number of efforts and participants.	Documentation of the number of efforts and participants, and dissemination of transfer publications.
		*4. The LACCD's Project ACCESS director requests that UCI provide one student intern (work study 20 hours) to assist in the staffing and supplying of "transfer centers" being established at all nine of the LACCD campuses.	LACCD students.		
IID andIII all	To establish a "transfer bridge" for EOPP seniors going to Santa Ana College by working toward establishment of inter-institutional agreements.	*5. A transfer section in the STEP FIPSE proposal outlines a collaborative program between the SAUSD, Santa Ana College, UCI and CSU Fullerton which would establish a "transfer bridge" for EOPP seniors into SAC and onto a four year campus.	5. A select group of 50 EOP students and EOPP seniors who attend Santa Ana College will be in this program each year.		

Unit: EOP/SAA--Outreach

Date: 5/30/84

1984-85

SAA Program Activities

IMMEDIATE OUTREACH

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		J. Professional Conferences The Summer 84 Evaluation will include strategizing to allow increased participation by both EOPP and IO staff in professional conferences.	Educators from all segments.	Establishment and strengthening of professional linkages.	

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EOP/SAA--OUTREACH

CENTRAL OFFICE

NOTE: Program Activities will continue as outlined for 83-84 except as indicated below as a "change." General program activities common to all components are cited to provide reference to SAA Goals and Objectives, expected outcomes, and measurement of outcomes. Proposed activities (to be implemented with increased budgetary support) are marked by asterisks.

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

SAA Program Activities

GENERAL EOP/SAA Office Functions

A. STAFF RECRUITMENT

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
1. I-II A. III B. To increase number of SAA students who recognize benefits of and are motivated towards going to college.	1. To increase the number of EOP/SAA student staff interns who serve as role models for SAA students.	A. STAFF RECRUITMENT Implement staff recruitment programs for Early Outreach and Immediate outreach which encourage applications from UCI SAA students for academic credit. (Develop more agreements with UCI faculty regarding sponsoring students for academic credit; *Develop video recruitment program.)	1. Open to UCI students. * Potential exploration of using community college students on site at local colleges.	1. Number of SAA students who are motivated by UCI SAA student role models to go to college will increase. Number of UCI SAA students who serve as EOP/SAA student staff for academic credit will increase.	1. See admissions report on 1985-86 SAA enrollment. Staff profiles are maintained each year.
2. IV-VII B. and VIII C.	2. To develop and enhance SAA students sense of academic responsibility.			2. SAA students in their position as role models for other SAA students will develop a keener sense of academic responsibility.	2. Student staff will be surveyed to obtain self-report on program's personal impact.
3. IV-VIII D.	3. To provide SAA students the opportunity to participate in the University social environment.			3. SAA student staff will be provided opportunities for camaraderie/peer support in the University setting.	3. Staff development session will assess this dimension.

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

GENERAL EOP/SAA OFFICE FUNCTIONS

SAA Program Activities

B: STAFF TRAINING

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
1. Preface to SAA 5 year plan: to embrace this task as a campus-wide effort.	1. Each component of the EOP/SAA Outreach compound will recognize its part in the fundamental purposes of this office, and in the goals and objectives of the University as a whole in the SAA five year plan.	B. STAFF TRAINING Orient all staff to the entire EOP/SAA Outreach compound and to the goals and objectives of the SAA five year plan.	1. EOP/SAA Outreach professional and student staff.	1a. Better alignment of services for students from Early to Immediate Outreach. 1b. Increased staff morale when efforts can be seen in the context of a long-range plan. 1c. Better ability to channel staff efforts across component divisions into specific areas as the need arises. 1d. Better appreciation of K-16 as a continuum, with concommitant increase in efforts for increased intersegmental collaboration.	1a. See high school follow-up component. 1b. See overall unit production. 1c. See overall unit production. 1d. Report on intersegmental cooperative efforts.

Unit: EOP/SAA--Outreach

Date: 3/28/84

GENERAL EOP/SAA OFFICE FUNCTIONS

1984-85

SAA Program Activities

B: STAFF TRAINING

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
2. (Indirectly) I-II A I C.1. III A&B II D	2. To increase staff's knowledge of UCI academic programs so each member can serve as a well-informed recruiter.	2. Schedule all EOP/SAA staff for inservice by UCI academic advisors to promote a better understanding of UCI academic programs, departmental requirements for entrance, and specific career applications.	2. All EOP/SAA professional staff (and student interns when available.)	2a. Number of staff who can serve as recruiters will increase. 2b. The information that staff pass on to potential studetns will be accurate and up to date. 2c. The number of students motivated to continue education past high school will increase.	2c. See annual report to Systemwi on Early Outreach Program impact on seniors.
See # 2, 4 & 5	See # 2, 4 & 5	3. Invite other representatives from academic units to provide area specific tips on tutoring and counseling.		3-5a. SAA students who receive tutoring will show an increase in GPA. 3-5b. The number of SAA students who enroll and persist in college preparatory courses in high school will increase. 3-5c. Closer coordination with school teachers will i[illegible]ase tutor	3a. Data component will collect grades for students at midterms and semester. Revelation system will allow correlation with number of tutor contact hours. 3b. SAUSD officials will be able to provide figures on numbers of SAA students in college prep courses. 3c. Feedback will be solicited from teachers with whom tutors are placed.

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

GENERAL EOP/SAA OFFICE FUNCTIONS

SAA Program Activities

B. STAFF TRAINING

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IB 1-7 IIB 1-3	To improve the academic performance of SAA students.	4. Join Tutorial Assistance Program (Rick Turner) and Special Services (Joe Maestas) in tutor training program activities. 5. *Under FIPSE grant, schedule tutors to meet in fall quarter with Master teacher at school site during teacher's preparation period.			

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

GENERAL EOP/SAA OFFICE FUNCTIONS — SAA Program Activities

C. DATA SUPPORT COMPONENT

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		July - 1. Tally 1983-84 information for service reports to Systemwide. This will be done by hand for 83-84 data. 2. Tally service for summer residential programs. August - 3. Collection of transcripts on 1983-84 participants junior high and senior high. 4. Completion of impact data on senior class of 84 and random samples for Systemwide. 5. Creation of class profiles for all student intern counselors at junior and senior high levels. -class profiles include GPA and status of A-F classes taken for each student. 6. Creation of reports to measure impact on students of amount and type of services received.			

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

SAA Program Activities

GENERAL EOP/SAA OFFICE FUNCTIONS

C: DATA SUPPORT COMPONENT

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		September - 7. Verification of enrollment of all students junior high and high school. 8. Update adresses and phone numbers for all students. 9. Collection of course schedules for all students for intern counselors. 10. Input of new student data forms into computer system; coding of new SAUSD students on district's computer system. 11. Collection of parent consent forms on new students. October - 12. Training of new Partnership staff in data forms usage. 13. Collection and tally of service data as interns begin to see students. 14. Collection of six week grades on participants. 15. Targetting of individual students requiring interventive tutoring.			

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

GENERAL EOP/SAA OFFICE FUNCTIONS

SAA Program Activities

C: DATA SUPPORT COMPONENT

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		16. Input of service data, grades and "intention to apply" forms on juniors and seniors into computer system. 17. Mail out of enrollment letter on 1984 senior class. November - 18. Continued collection, input and tally of service data. December - 19. Continued collection, tally and input of service data. 20. Collection and input of six week grades on all participants. 21. Determination of participant continuation criteria and enforcement of GPA and service participation requirements. 22. Tally of enrollment info on class of '84-send to Systemwide. January - 23. Continued collection, tally and input of service data.			

Unit: EOP/SAA--Outreach

Date: 3/28/84

1984-85

GENERAL EOP/SAA OFFICE FUNCTIONS — SAA Program Activities

C: DATA SUPPORT COMPONENT

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		24. Collection and input of semester grades. 25. Update of class profiles for Spring semester. February, March, April, May, June (Spring semester) - continued collection, tally and input of service data and six week grades. - continued monitoring of student progress and utilization of tutoring/counseling services. NOTE: Any staff member may request reports on special projects at any time during the year to help with their efforts or programs. Staff will be trained in reporting possibilities available through Revelation. Mailing labels on request. * Future projects include development of downloading mechanisms for Admissions and Financial Aid data to facilitate follow-up and analysis of applicant pool for specialized attention.			

Unit: EOP/SAA--OUTREACH

Date: 5/8/84

GENERAL EOP/SAA OFFICE FUNCTIONS
D. Publications

1984-85
SAA Program Activities

OCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		1. Completion and production of the new 84-85 EOP and AEP brochures. *2. Production of a STEP brochure for dissemination to educators, parents. *3. Collaboration on video recruitment programs for use by community college campuses. *4. Explore possibility of producing an EOP/SAA "Answers for Transfers" type brochure.			

Unit: EOP/SAA--OUTREACH

Date: 5/8/84

GENERAL EOP/SAA OFFICE FUNCTIONS
E. Resource Development

1984-85
SAA Program Activities

HEC SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		1. Community resources will be sought to support enhancement of the Early Outreach Parent Component, in particular. 2. Business/Industry resources will be soug to support summer academic support activities and expansion of the AEP program. 3. Additional resources will be sought for STEP activities. In particular, we will seek to bring the business/community leadership sector into the project. 4. Contingent upon current pending legislation, we may be able to tap additional resources for university/community college collaboration. 5. The possibility of establishing an EOP Alumni organization to assist in outreach throughout the state will be explored.			

Unit: EOP/SAA--OUTREACH

Date: 5/8/84

GENERAL EOP/SAA OFFICE FUNCTIONS
F. Service on UCI Committees

1984-85
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Support total SAA concept.	To maintain high visibility for EOP/SAA outreach & retention efforts as well as to present the EOP/SAA perspective for appropriate consideration in all areas: admissions, budget, personnel, publications, for example.	This office will continue to assign each staff member to serve on UCI administrative committees.	All professional staff and selected student para-professionals.	(Indirect) positive influence on EOP/SAA student recruitment and retention as well as UCI staff affirmative action; EOP/SAA staff development in institutional practices and procedures.	

Unit: EOP/SAA--Outreach

Date: 5/30/84

GENERAL EOP/SAA OFFICE FUNCTIONS
G. Evaluation

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
		A comprehensive program evaluation will be conducted in Summer 84, which will serve also to orient staff thoroughly to the goals, objectives and measures of the SAA Five Year Plan. Previous training programs for student interns will be studied and revamped to insure adequate coverage of necessary subject areas, techniques in dealing with students, and orientation to the EOP/SAA Outreach Office as a whole unit. Manuals will be produced to delineate program operations in each component, which can then be used in new staff training programs.			

PROJECT RADIUS

Note: In the February 1, 1984 SAA Goals and Objectives, there is no explicit reference to working with teachers who educate SAA students. So, we have interpreted the Goals and Objectives broadly to include curricular outreach to teachers.

Project Director, Office of
Unit: Teacher Education

Date: April 12, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IB 1&8 and 2C 1	Train 12 teachers from Partnership schools in the teaching of writing	UCI Writing Project Summer Institute on the Teaching of Composition.	Teachers are selected from the EOPP list of target schools.	Teachers implement what they have learned in their respective classrooms. Students show more progress as a result of their training.	The California Writing Project will conduct a state-wide writing assessment in Fall'84 and Spring '85.
IB 2&3 and 2C 2&3	Train 25 Science and 25 Mathematics Teachers from Partnership schools	UCI Science and Mathematics Mentor Teacher Project *Note: The UCI Summer Science Institute and UCI/California Math Project will also serve Partnership teachers. It is assumed that those campus units will report on their activities.	Teachers are selected from the EOPP list of target schools.	Teachers serve as a resource specialists and colleague mentors in their respective schools	The Students of Partnership teachers will be tracked to measure their academic progress. Mentor Teachers will keep record of requests for assistance from other teachers.
IB 2&3 and 2C 2&3	Work with NSF teachers on mentoring strategies	Monthly Mentor Teacher meetings	25 Science and 25 Mathematics teachers from Partnership Schools	Teachers serve as a resource specialists and colleague/mentors in their respective schools	District administrators will review the effect of the Mentor Teacher Resource Network.
IB 10 & 2C 1-9	Provide teachers with a forum for discussing a wide range of student preparation issues	Radius Conferences	Orange County teachers and administrators	Establishment of a partnership between UCI and the schools; facilitation of articulation between teachers at various levels.	No direct measure anticipated other than conference evaluations.
IB 9 and 2B 2	Meet with Orange County administrators to discuss key issues related to curricular outreach	Radius Administrators Forum	Orange County District Superintendents and Assistant Superintendents	Establishment of an ongoing dialogue between UCI and Orange County Administrators.	No quantitative measure anticipated at this time.

Unit: Project Radius/OTE

Date: 4/12

1984-85

Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events	UCIWP Summer Institute	NSF/UCI Science and Mathematics Mentor Teacher Project	NSF Mentor Teacher Project	NSF Monthly Mtg. Radius conference	NSF Monthly Mtg.	NSF Monthly Mtg. Radius conference	NSF Monthly Mtg. Radius Admin. Mtg.	NSF Monthly Mtg.	NSF Monthly Mtg. Radius conference	NSF Monthly Mtg.	NSF Monthly Mtg.	
Measurement of Outcomes			UCIWP Summer Institute									NSF Mentor Teacher Project
Progress Reports			UCIWP Summer Institute				Radius Report					NSF Mentor Teacher Project
Final Report												Radius Report NSF Mentor Teacher Project UCIWP Summer Institute

RELATIONS WITH SCHOOLS AND COLLEGES

NOTE: ORSC provides information to all prospective UCI students regarding preparation for admission to the University of California. Efforts in the past as well as the future focus on increasing the number of SAA students exposed to and benefiting from this information.

Unit: ORSC

Date: March 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A-D	1. To increase the number of SAA students who participate in programs initiated, and/or coordinated and/or sponsored by ORSC.	1. Coordinate outreach activities with EOP/SAA in high schools and community colleges that have been identified as having large SAA populations.	1. Current UCI Student campus representatives (some of whom are SAA), prospective high school and community college students.	1. Increase in number of SAA students exposed to UCI.	1. Documentation in final report will reflect estimated number of SAA participants.
	2. To increase the number of SAA applications from "non-targeted" schools.	2. Encourage selected high schools to conduct special assemblies for incoming service area high school freshmen (current 8th graders) and their parents to inform them of the 1986 UC admission requirements. High schools would be selected on the basis of their SAA enrollment and requested to encourage SAA participation.	2. 8th graders and their parents	2. Earlier notification of and preparation for 1986 UC admission requirements.	2. Number of SAA participants.
		3. Send Quick Reference Guide for counselors to service area junior high schools (principals and counselors).	3. N/A	3. Increase junior high school administrators' awareness of UC policy, procedures and requirements and draw special attention to areas that are relevant to their programs and curriculum e.g. 1986 admissions requirements.	3. Number of guides used. Monitor inquiries made as a result of receipt of guide.
		3.A. Offer to send to junior high schools "targeted by EOP" outside service/assigned schools. Get specific names from EOP.			

Unit: ORSC

Date: March 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A-D (Con't)	*	4. Refine information card referral system to facilitate follow-up of SAA prospective students by the EOP/SAA staff. Include space for self-reported grade point average to identify high achieving SAA students.	4. SAA prospective high school and community college students.	4. Ability to respond to inquiries in a timely fashion and expedite referral to EOP/SAA and academic units.	4. Documentation of time taken between receipt of card, input into computer, response to inquiry and referral to EOP/SAA.
		5. Continue participation in SAA efforts via committees, EOP/S Consortium, SAA Conferences,etc.	5. N/A	5. Give input in efforts addressing SAA issues.	5. Number of SAA oriented committees in which ORSC participates.
		6. Identify and encourage SAA participation in special programs and activities sponsored by unit; i.e., tours, Honors Day, Jr. Day, College Motivation Day, Project Accord, etc. Include "special invitation" in literature. Enlist assistance from EOP/SAA to encourage SAA participation.	6. High school students selected by high school counselors and/or teachers.	6. Increase in number of SAA participants.	6. Number of SAA students who participate in program/ activities will be documented in final report.
		7. Continue encouraging cross-training and information sharing between units (i.e. staff development, special training sessions, cross-cultural leadership seminars).	7. UCI Students (some of whom are SAA).	7. Continual update on relevant accurate information for dissemination to the public.	7. Evaluation form (5) used by participants.
		8. Consult with EOP and the campus editorial staff on publications specifically designed to attract prospective SAA students.	8. N/A	8. Design effective, attractive publications to increase SAA interest in UCI.	8. Monitor use of publications. Survey users of publications.

Unit: ORSC

Date: March 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II A-D (Con't)		9. Share media and written resources to attract all students with special attention given to the interests and needs of SAA students.	9. N/A	9. Attract more SAA students.	9. Monitor use of materials.
		10. Participate in programs designed to increase access to the University for SAA students (e.g., Special Action Interview process).	10. High school students and transfer students.	10. Direct input into admission process by way of special action.	10. Participation in programs.
		11. Share information and resources (by way of personal contacts) to investigate possibilities of SAA-oriented joint ventures with external agencies such as College Board and American College Testing Program.	11. High school students.	11. Exposure to tests such as ACT and SAT.	11. Number of SAA students participating in workshops. Initiate contact with agencies.
		12. Pegasus will send program brochure and letter to administrators at targeted schools describing their program for the academically gifted.	12. 6-12th graders	12. Exposure to opportunities through Pegasus.	12. Number of SAA participants
		13. Pegasus will set aside two(2) scholarships specifically for SAA participants in summer programs.	13. 7-12th graders	13. Increased SAA participation.	13. Number of SAA participants
		14. Obtain ethnic breakdown of "non-targeted" schools for future planning.	14. N/A	14. Obtain updated ethnic information on "non-targeted" schools to aid in planning.	14. Number of schools responding to survey.

NOTE: ORSC provides information to all prospective UCI students regarding preparation for admission. Efforts in the past as well as the future focus on increasing the number of SAA students exposed to and benefiting from this information.

Unit: ORSC

Date: March 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
III A-E	1. To increase the number of SAA students who participate in programs initiated, and/or coordinated and/or sponsored by ORSC.	1. Conduct school visits with community college counselors to inform them of the performance of their former students (including SAA students) and to update them on UC and UCI policies and plans.	1. N/A	1. Community college counselors better informed about SAA programs and transfer policies to UCI.	1. Increased SAA referrals from community college counselors to UCI.
	2. To increase the number of SAA community college applicants.	2. Cooperate with EOP to offer "Answers for Transfers" program to facilitate and assist students in the transfer process by inviting them to campus and referring them to the appropriate academic departments and student services representatives.	2. SAA prospective transfer students.	2. Increase in SAA participation.	2. Number of SAA participants.
		3. Continue involvement in UCI-assigned and selected non-assigned Community Colleges to address the problem of the low numbers of EOP/SAA students who transfer to four-year colleges and universities.	3. SAA prospective transfer students.	3. Greater SAA transfer student participation in ORSC sponsored programs.	3. Number of SAA participants.
		4. Disseminate and exchange information (by way of articulation) about the University with students and administrators in the Los Angeles Community College District through the LACCD Transfer Project to facilitate broader University access for LACCD transfer students (e.g. CARTS).	4. Prospective SAA transfer students.	4. Students will be better informed about transfer, major, and breadth requirements.	4. Monitor use of computerized program.

Unit: ORSC

Date: March 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
III A-E (Con't)		5. Cooperate with EOP and other UCI staff to continue and expand with other community colleges the Santa Monica College Overnight Program which provides transportation, lodging and academic counseling for prospective SAA transfer students from Santa Monica College.	5. Community college students and current UCI SAA students.	5. Greater exposure.	5. Number of SAA participants.
		6. Initiate Re-entry program designed for undergraduate students who have had a break in their formal education.	6. Mature undergraduate students who have had a break in their formal academic education.	6. Provide academic/career/personal assistance and support. Also, make appropriate referrals to other units at UCI.	6. Participation in re-entry programs and activities.
		7. Initiate meetings with administrators and/or student organizations (i.e. MECHA, BSU, community organizations, etc.) to inform them about Re-entry program.	7. SAA student organizations at UCI.	7. Involve SAA organizations on the UCI campus in participating in the Re-entry program by acting as a support group.	7. Number of UCI SAA students involved in Re-entry Program.
		8. Consult with EOP/SAA and the campus editorial staff on publications specifically designed to attract SAA community college students. Publications would include information on the possibility of part-time study.	8. Community college students.	8. Encourage/attract community college SAA prospective students to apply to UCI.	8. Monitor use/distribution of publications.

Unit: ORSC

Date: March 1984

1984-85
Schedule of Activities

II A-D

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Coordinate Outreach with EOP/SAA	X	X	X---(implementation)---X									
2. Special 8th grade Assemblies									X---(implementation)---X			
3. Refine Card Referral System		X							X---X			
4. Participate in SAA Committees, Consortia, Conferences, etc.			X---X									
5. Special Programs												
A. Tours	X---X											
B. Honors Day												X
C. College Motivation Day										X		
D. Jr. Day									X			
E. UCI Day				X						X		
F. AP/GATE							X	X				
G. Celebrate UCI										X		
6. Cross training Sessions												
A. Staff Development			X									X
B. Special Training Sessions	X---X											

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Unit: ORSC

Date: March 1984

1984-85
Schedule of Activities

II A-D (continued)

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
7. Publications			X									
8. Media								X				
9. Special Action										X		X
10. Contact External Agencies		X										
11. Pegasus to Contact Schools									X	X	X	
12. Pegasus to Award SAA Scholarship											X	X
13. Obtain ethnic composition of "non-targeted" schools										X	X	
Measurement of Outcomes #1-13						X						X
Progress Reports #1-13						X						X
Final Report #1-13		X										

Unit: ORSC

Date: MARCH 1984

1984-85

Schedule of Activities

III A-E

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Visit Community Colleges	X											X
2. "Answers for Transfers"					X						X	
3. Involvement in assigned and selected CC's	X											X
4. Disseminate articulation information at LACCD	X											X
5. Santa Monica								X				
6. Re-entry/Development	X											X
7. Publications			X									

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E. STUDENT LIFE UNITS

Career Planning and Placement Center

Counseling Center

Cross-Cultural Center

Disabled Student Services

Financial Aid

Housing/Food Services

International Services

Student Activities

Student Support Services

University Center

Women's Resource Center

CAREER PLANNING AND PLACEMENT

CENTER

Unit: CAREER PLANNING & PLACEMENT

Date: April 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V. E To assist underrepresented SAA students in understanding the relationship between the undergraduate curriculum and future educational and career alternatives.	To provide information to all SAA students on the relationship between undergraduate major and career choice.	1. Provide Career Planning Workshops to freshmen and sophomore students. 2. Contact key campus individuals for student referrals and send letters to SAA clubs and organizations.	SAA students in their freshmen and sophomore years.	1. To increase greater awareness and realistic planning in selecting and pursuing reasonable career goals. 2. To decrease poor choice selection of a career by SAA students.	1. Conduct post evaluations of workshops. 2. Conduct group follow-up six months later to review individuals career plans.
VI. E To assist underrepresented SAA transfer students in understanding the relationship between an undergraduate course of study and future educational and career alternatives.	1. To assist all SAA transfer students in choosing an undergraduate major. 2. To increase the number of SAA transfer students who utilize services of the Career Planning and Placement Center. 3. To st all SAA transfer students in developing a career plan.	1. Implement Career Planning Workshops. 2. Group and/or individual couseling with new SAA transfer students. 3. Direct towards appropriate SAA/CPPC programming activity.	SAA transfer students who have and have not declared a major.	1. To assist students in deciding a major. 2. To increase the number of SAA transfer students who utilize CPPC services and to participate and guide SAA transfer students in defining their career goals. 3. To provide information regarding the career options.	1. Post evaluation 2. Program and participant evaluations.

Unit: CAREER PLANNING AND PLACEMENT

Date: April 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VII. E To assist under-represented SAA students in understanding the relationship between an undergraduate course of study and future educational and career options.	1. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center. 2. To have all SAA students develop specific career and graduate school plans.	1. Implement Career Planning Workshops. 2. Provide graduate and professional school programs. 3. Implement minority student day-on-the-job programs. 4. Provide Job Search Resume and Interview Techniques workshops. 5. Provide contact with Alumni professionals. 6. Mentorship Program. 7. Individual and/or group counseling. 8. Additional CPPC program activities.	Open to all SAA Juniors	1. Clarification and implementation of career goals. 2. Identification and formulation of graduate school plans and strategies. 3. Exposure to career opportunities in business and industry. 4. Identification and implementation of job search resume and interview technique plans. 5. Develop contacts with alumni professionals in various career area 6. Exposure and participation with UCI faculty and staff. 7. Clarification and formulation of career goals with a counselor. 8. Exposure to additioan CPPC program activitie	1. Post evaluation 2. Student and program evaluation. 3. Post evaluation. 4. Post evaluation. 5. Pre and post evaluations. 6. 7. Student and program evaluations.

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Unit: CAREER PLANNING AND PLACEMENT

Date: April 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VIII. E To assist under-represented SAA students to develop specific educational and career goals and to formulate plans for reaching those goals.	1. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center to obtain information on graduate and professional schools. 2. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center to obtain a job in their preferred career area.	1. Implement Career Planning Workshops. 2. Provide graduate and professional school programs. 3. Implement minority student day-on-the-job program. 4. Provide Job Search Resume and Interview Techniques Workshops. 5. Provide contact with alumni professionals. 6. Mentorship program. 7. Individual and/or group counseling. 8. Additional CPPC program activities.	Open to all SAA Juniors	1. Clarification and implementation of career goals. 2. Identification and formulation of graduate school plans and strateties. 3. Exposure to career opportunities in business and industry. 4. Identification and implementation of Job Search Resume, and Interview Technique plans. 5. Develop contacts with alumni professionals in various career areas. 6. Exposure and participation with faculty and staff. 7. Clarification and formulation of career goals with a counselor. 8. Exposure to additional CPPC program activities.	1. Post evaluation. 2. Student and program evaluation. 3. Post evaluation. 4. Post evaluation. 5. Pre and post evaluations. 6. 7. Student and program evaluations.

Unit: CAREER PLANNING & PLACEMENT CENTER

Date: April 1984

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SEOP Career Component	✓	✓										
Graduate School Programs				✓	✓		✓	✓		✓	✓	
Day-On-The Job Program				✓	✓		✓	✓		✓	✓	
Employment Related Workshops				✓	✓	✓	✓	✓	✓	✓	✓	
Mentorship Program			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summer Prep. Programs							✓	✓	✓	✓		
Measurement of Outcomes												
Evaluations												
Student		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Program/Staff		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pre-Post Questionnaires	✓	✓										
Progress Reports						✓						✓
Final Report												

COUNSELING CENTER

Unit: Counseling Center

Date:

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
In general, all Counseling Center programs tie to goals/objectives related to currently enrolled students.	ALL PROGRAMS MENTIONED FOR 1983-4 WILL BE CONTINUED (with the exception of the workshop for academic advisors.)				
		Workshop for Deans and Associate Deans of Academic units on cultural awareness	Deans of Academic units	Raised level of sensitivity and awareness.	
None are designed specifically to meet an individual ojective or goal.		Cultural Awareness workshops(8 hours) funded by Affirmative Action and open to all faculty and staff at UCI and UCIMC. Explores attitudes, provides knowledge and new skills for working with those who are culturally different than oneself. This will include how to work with students from different backgrounds.			good question!

CROSS-CULTURAL CENTER

Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.B./VI.B. To develop and enhance underrepresented students sense of academic responsibility. (Freshmen, Transfer students)	1. To Provide information on academic support services in the area of tutorial assistance, special services, learning skills, financial aid.	Orientation Week 1. Success Guidance Workshop	1. All new EOP.SAA students co-sponsored by EOP, Special Services, Academic Advisors, CCC	1. Increased awareness of academic support services.	1. Written evaluation following workshop tracking of students who attended workshops
	2. To provide an opportunity for SAA students to interact with Third World students, staff & faculty	2. Cross Cultural Center Open House Cross Cultural Center	2. New EOP/SAA students Third World students, staff and faculty	2. Knowledge of who's who on campus - a sense of belonging to the UCI community.	2. Written evaluation
IV.V.VI.VII.B. VIII.C. To develop and enhance underrepresented students sense of academic responsibility. (ALL)	1. To increase understanding of leadership styles, skills, and campus resources. To increase understanding and utilization of academic and career planning services.	1. Leadership Class	1. All students with special emphasis on freshmen and sophomores	1. More Third World students in campus leadership positions and increased utilization of academic and career planning services.	1. Number of students in class who are accepted into campus leadership positions.
	2. To serve as a Third World community information network and to include information on services offered by academic & academic Support units.	2. Monthly Newsletter	2. Third World students, staff and faculty and all academic and student services units	2. Better information flow of programs, services, important deadlines, and employment opportunities.	2. Written evaluation, number of campus units who submit info and articles, and who request to be on mailing list

Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.V.VI.VII.B./ VIII.C. (cont)	3. To increase interaction between SAA students, and faculty. To broaden students' views of the outside world.	3. Brown Bag lecture series	3. UCI faculty and staff. Members of the private sector. All students but emphasis on topics which will outreach to entire ethnic student community.	3. Greater interaction between SAA students and faculty members.	3. Number of students who attend lectures. Written evaluations.
	4. To provide monetary support for programming efforts of Third World student groups and to increase number of campus programs with a cultural emphasis.	4. Minority Programs Committee	4. Third World student organizations other campus units who design programs with a cultural emphasis.	4. Increased number of SAA students who become involved with program planning or who participate in campus activities. Also greate encouragement for other campus units to design programs with a cultural emphasis	4. Comparison of number of programs developed by Third World students in 84-85 as compared to 83 84. Also compare number of cultural programming done by other campus units in 84-85 vs. 83 - 84.
VIII.B. (Seniors To increase underrepresented SAA students' academic success	1. To celebrate the graduation of Black & Chicano/ Latino students & to award specific students for outstanding achievements.	1. Black Awards Banquet Chicano/Latino Graduation	1. Senior Black & Chicano students. *The Black Awards ceremonies also honor outstanding Black Freshmen, Sophs, Juniors.	1. An event for Black & Chicano students to look forward to as they progress through the university.	1. Number of Black/ Chicano Seniors who participate in these ceremonies.
IV.V.VI.VII.VII. D. To enhance the social adjustment of underrepresented AA students to the university.	1. To provide information on the activities sponsored by Third World student organizations & to introduce incoming SAA students to the formal & informal networks of peer support.	Orientation week 1. Third World Organization Potluck/ Orientation sessions.	1. New and returning SAA students	1. Decreased feelings of alienation on the part of incoming SAA students. Opportunity for continuing students who are not involved in any of the activities offered by these groups to become to become so.	1. Number of students who attend these sessions who join or become involved with these organizations

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Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.V.VI.VII.VII.D. (cogt)	1. Provide monetary support for programs with a social emphasis (pot lucks, dances, meetings).	1. Minority Programs Committee	1. Third World Student Organizations.	1. Increase SAA participation in social activities sponsored by Third World student organizations.	1. Number of new "faces" who attend group sponsored activities.
	2. To promote an awareness of the contributions of different ethnic groups to history art, and science as well as to celebrate cultural customs and traditions.	2. Annual Cultural Events (Cinco de Mayo; Asian Week; Black History Month)	2. Entire campus	2. A reinforcement of cultural identity and a better awareness of the greater campus community of the impact that Third World groups have made to society.	2. Difficult to measure
V.VI.VII.E.	CROSS CULTURAL CENTER				
assist underrepresented SAA students in understanding the relationship between an undergraduate course of study and future vocational goals.	1. To provide information and practice on career planning & career development.	1. Leadership Class	1. All students with special emphasis on SAA students.	1. Earlier awareness of SAA students of planning future career and academic goals. Increased utilization by SAA students of career planning resources.	1. Number of SAA students in class who make appointments with career counselors.
	2. To provide interested students with information on various graduate school programs, scholarships and employment opportunities	2. Workshops/presentation in CCC sponsored by Career Planning & Placement	2. All interested students but geared towards those who frequent CCC.	2. Greater knowledge of the variety of graduate and professional programs.	2. Number of students who attend workshops, written evaluation of workshops.

Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V.VI.VII.E. (cont)				2. Con't. better grasp on how to's of resume writing, filling out applications, etc.	
VIII.E.	See V.VI.VII.E	See V.VI.VII.E.	See V.VI.VII.E.	See V.VI.VII.E.	See V.VI.VII.E.

Unit: Cross Cultural Center

Date: April 11, 1984

1984-85
Schedule of Activities

CROSS CULTURAL CENTER	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
1. Leadership Class				X				X				
2. Cultural Programming *								X		X	X	X
3. Graduation celebration												X
4. Minority Prog. Comm.			X	X	X	X	X	X	X	X	X	X
5. Lecture Series										X	X	X
6. Career Planning Wkshop												
Measurement of Outcomes												
Evaluation form by participants	X[1]	X[4]										X[2] X[3]
Progress Reports				X[6]		X		X[6]			X[6] X	
Final Report		X										

* Feb - Black History Month
Apr - Asian Week
May - Cinco de Mayo
June - Graduation

Unit: Cross Cultural Center

Date: April 18, 1984

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
10 Week Activities			X									
Measurement of Outcomes				X								
Progress Reports						X						
Final Report												X

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DISABLED STUDENT SERVICES

Date: April 18, 1984

1984-85

SAA Program Activities

COMMUNITY COLLEGE-OUTREACH

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
III-E	1. To participate in intersegmental meetings aimed at enhancing the transfer process for disabled students.	1a. Attend intersegmental meeting throughout the year	1a. N/A	1a. Community College staff will be more knowledgeable of needs of disabled SAA students	N/A
		1b. Meet at least annually with disabled student services staff from feeder community colleges.	1b. N/A.	1b. Community college staff will provide disabled students with information and referrals to UCI for transfer assistance	N/A

Unit: Disabled Student Services

Date: April 18, 1984

1984-85

SAA Program Activities

RENTENTION

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.B.	1. Provide academically related support services which enhance disabled SAA students' sense of academic responsibility.	1a. Provide academic support services as required by the student's disability (eg. note-takers, readers, interpreters etc).	1a. Disabled students who request such services Approx. 3% will be SAA students.	1a. Students will utilize support services when appropriate. Use of services will enhance students' academic performance.	1a. Students will be asked to rate the effectivenes and usefulness of the support service received.
		1b. Refer students to other campus programs (eg. TAP, Learning Skills, Special Services, Academic Advising, etc).	1b. Disabled students who request such referrals or who seem to need these services. Approximately 5% will be SAA students.	1b. Students will follow-through on referrals and use other campus services appropriately. Use of services will enhance students performance.	1b. Students will be asked to evaluate their use of other campus programs and services.
		1c. Follow-up with students who are having academic difficulties. Make referrals to academic counselors, TAP, Special Services, Learning Skills etc., and re-examine use of support services.	1c. Disabled students who are having academic difficulty. Less than 1% will be SAA students	1c. Follow-through will enhance students' academic performance.	1c. Monitoring of grades quarterly. Reports on academic probation and dismissals will be monitored.
IV.D.	1. To enhance the social adjustment of disabled SAA students to the university.	1a. Provide counseling for disability management in a college environment.	1a. Disabled SAA students. Approx. 2% will be SAA students.	1a. Students will have more realistic ideas about their ability to be independent, and will have identified necessary skills to be independent.	1a. Student feedback

Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.D.(cont)	2. To increase the opportunities for disabled SAA students to participate in the university environment.	2a. Maintain information in the office regarding opportunities for participation. 2b. Make information on opportunities for participation available through a quarterly newsletter	2a. Disabled SAA students. Approximately 5% will be SAA students. 2b. Same as 2a.	2a. Students will gain information and make use of it in pursuing opportunities. 2b. Students will gain information and make use of it in pursuing opportunities.	2a. Student feedback 2b. Student feedback
V.B.	1. See IV.B.	1a. See IV.B 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c
V.D.	1. See IV.D. 2. See IV.D.	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D.2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b
VI.B.	1. See IV.B.	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c
VI.D.	1. See IV.D. 2. See IV.D.	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b

Date: April 18, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VII.B.	1. See IV.B.	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c
VII.D.	1. See IV.D. 2. See IV.D.	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b
VIII.C.	1. See IV.B.	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c	1a. See IV.B. 1a 1b. See IV.B. 1b 1c. See IV.B. 1c
VIII.D.	1. See IV.D. 2. See IV.D.	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a. See IV.D. 1a 2a. See IV.D. 2a 2b. See IV.D. 2b	1a See IV.D. 1a 2a. See IV.D. 2a 2a. See IV.D. 2b

Unit: Disabled Student Services

Date: April 18, 1984

1984-85
Schedule of Activities

Community College Outreach	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
a. Attend intersegmental meeting				X		As Scheduled				X		
b. Meet with DSS staff at comm. colleges			X								X	
Measurement of Outcomes												
N/A												
Progress Reports												
a.												X
b.												X
Final Report		1985										

Unit: Disabled Student Services

Date: April 18, 1984

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
a. Academic Support Services			X									X
b. Referrals			X									X
c. Follow-up/Academic				X								X
Measurement of Outcomes												
a. Academic Support Services											X	
b. Referrals											X	
c. Follow-up Academic											X	
Progress Reports												
a. Academic Support Services	1985											
b. Referrals	1985											
c. Follow-up/Academic	1985											
Final Report		1985										

Unit: Disabled Student Services

Date: April 18, 1984

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events	X											X
- Disability Management Counseling												
Measurement of Outcomes											X	
Progress Reports	← 1985	→										
Final Report		1985										

FINANCIAL AID

Unit: Financial Aid

Date: April 13, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
I. A. 1-3	Motivate students to obtain a post-secondary educatio	Meet with Partnership Interns to disseminate Financial Aid information. Handout materials to be used in the Junior High visits.	Financial Aid Counselors Partnership Interns	Awareness of the financial aid programs. Preparedness toward applying-deadlines etc.	
II. A. 1-4 B. 2 D. 1-5	Enrollment Retention	1. Scholarship App. to high schools and out with ORSC. 2. Handbook sent with admission packet. 3. Financial Aid Night 4. Presentations at O Week, SPOP, Uni-Prep. and Celebrate UCI. 5. TAP 6. Video-tape - "How to apply" & Financial Aid general information 7. Portable computer for on-site need analysis	3. Parents, students and 4. High school administration 5. Students needing tutorial assistance 6. Students, Staff.	5. Satisfactory Progress 6. Training Tool 7. Immediate response to financial aid questions about contributions.	
III. A. B. 1. 2. E. 1. 2.	Enrollment	1. Participate in Transfer Day. 2. C.C. Visits			
IV. A. 2 D. 1-3 E.F. (same for V, VI, VII and VIII).	Scholarship Ability to pay	1. Scholarship App. 2. Update budgets for current cost			

Unit: Financial Aid
Date: April 13, 1984

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Handbook	x	x										
Scholarship App. - Poster					x	x	x					
Celebrate U.C.I.					x	x	x					
BPOP - uni-prep										x		
Tap.												
High-school Fin. Aid night												
O-week			x									
Fin. Aid week							x					
Measurement of Outcomes												
Progress Reports												
Final Report												

HOUSING/FOOD SERVICES

341

Unit: Housing and Food Services

Date: 3/27/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Staff sensitive to differences	support for SAA students	Festive ethnic dinners are offered to all residence hall students in the board operations in Mesa Court and Middle Earth. These dinners include: Cinco de Mayo, Hanukah, Chinese New Year, Black History Week, Hawaiian Aloha, Octoberfest, St. Patrick's Day, and Thanksgiving.	All students and staff who choose to participate. Primarily for the 1550 students who live in the Mesa Court and Middle Earth communities.	These dinners give the students a taste and sample of other cultures, ethnicity and some foods that are traditional to that culture.	

Unit: Housing and Food Services

Date: 3/27/84

1984-85
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Festive ethnic dinners.			<									>
Measurement of Outcomes												
Progress Reports												
Final Report												

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Housing and Food Services
Unit: Housing Support Services

Date: March 27, 1984

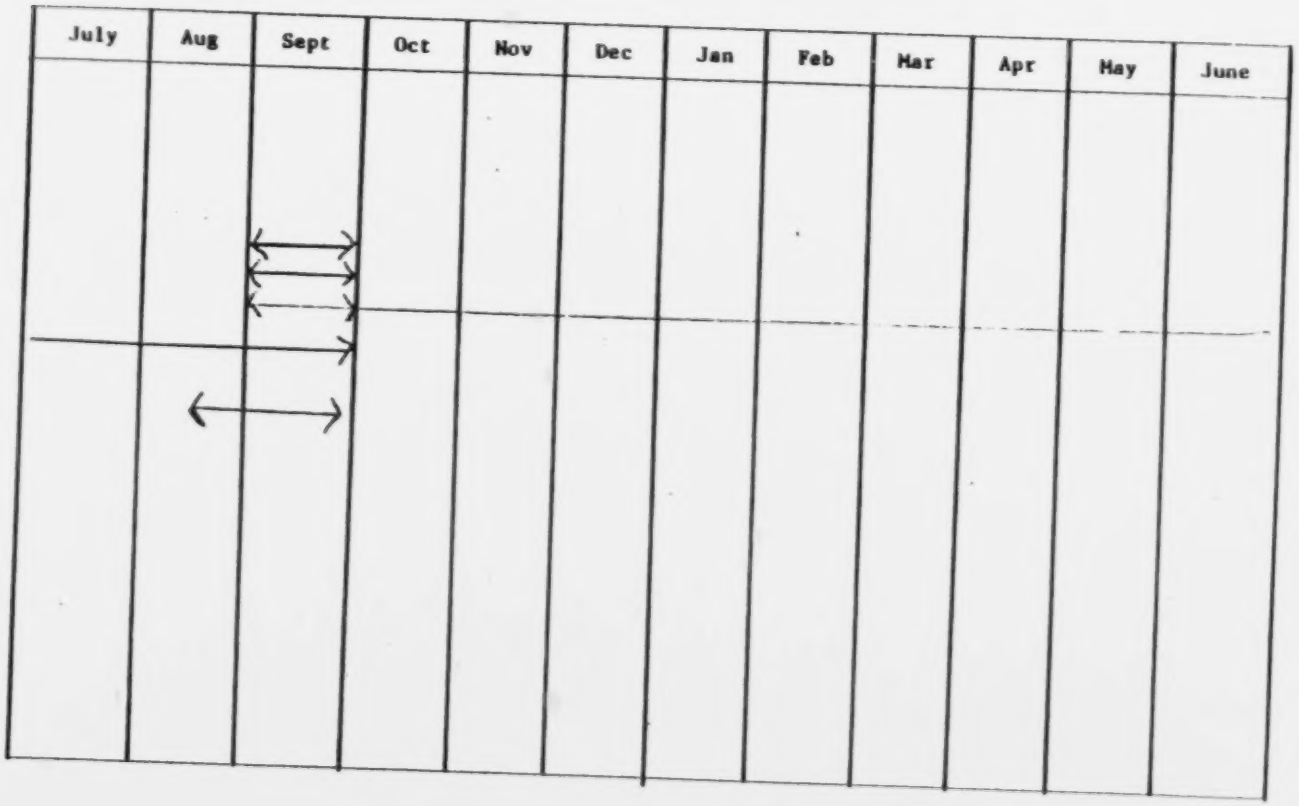
1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.F. To increase SAA student enrollment and retention in academic units where an under-representation exists.	To increase the # of new students who are ablt to live on campus at UCI.	On-going enrollment/activities in program offices/Housing Dept.	EOP,/SAA Students Regent Scholars Students EAP Students International Students Disabled students P.E. students	1. Personal contact with students 2. Increase in #SAA students who meet criteria of programs.	1. #'s who applied and reserved housing reservation for fall, 1985.
V. G, VII, G & VIIIH To increase SAA student enrollment and retention in academic units where ab under-representation exists.	To encourage continuing students who are either Regent Scholars or Disabled Students to continue in undergraduate Housing.	Activity is in form of an announcement given to students prior to the Continuing Students Lottery	EOP/SAA and all continuing Disabled students and Regent Schools.	Retention in Housing and student continues Education at UCI.	1. #'s who apply and reserve housing reservation for fall, 1985.
VI. D To enhance the social adjustment of under-represented SAA transfer students to the University	To increase the # of Community College transfer students who are able to live on campus.	Ongoing enrollment/activities in program offices/Housing dept.	EOP,/SAA students Regent Scholars Students EAP Students International Students Disabled Students PE Students	1. Personal contact with students 2. Increase in #SAA students who meet criteria of programs	1. #'s who applied and reserved housing reservation for fall, 1985.

Housing and Food Services
Unit: Housing Support Services
Date: March 27, 1984

1984-85
Schedule of Activities



Program Activities/ Events
- Housing Reservations for eight priority programs determined
- announcements made
- recruitment begins/ continues/ends

Measurement of Outcomes

variables analyzed, comparisons made, program reservation evaluated.

Progress Reports

Ongoing

Final Report

Sept. 28, 1984

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Program goals and activities are not established until late summer/early fall. At this time we have more knowledge regarding our population. However, the following general goals will continue as they are an established part of housing philosophy

Unit: Housing and Food Services
Campus Village

Date: 3/27/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
To develop a residential community which is conducive to academic study and pursuits	-provide quiet study space outside of apartments - in cooperation with other academic units, provide information and program activities on-site to enhance academic development.				
To develop a community environment which acknowledges, supports and celebrates cultural/ethnic diversity	provide programs/activities to increase individual and group awareness of differences - work with individuals in their adjustment to apartment living with people of different cultural/ethnic backgrounds				
To provide professional role models to students which reflect the cultural/ethnic diversity of community and society at large	Diversified applicant pool for staff selection processes				

Housing and Food Services

Unit: Mesa Court

Date: 3/27/84

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV, V, VI, D-F	develop support systems among 3rd World residents	SIERRA CLASS	50 freshmen from multi-ethnic backgrounds	see objective	Student housing survey Class evaluation
	awareness of Cultural Issues	LAGO CLASS	≤35 residents of hall	see objective	Class evaluation
	> representation of SAA students in applicant pools and selection comm	STUDENT STAFF SELECTION -Resident Assistants -Programming Assistants	≤100 residents (20% 3rd World residents)	increased SAA student representation in positions	Collect Data
	> knowledge and understanding of Hispanic Culture	SPANISH/ENGLISH CLASS	Mesa Court Housing Staff (Hispanic and Anglo)	better understanding and communication w/ Hispanic residents and staff	Staff Observations
	insure representation of SAA students in student jobs; complex-wide comm. and leadership positions	JOBS: Conference Assistants Office Workers Cave Monitors Casual Maintenance Workers Committees: Advisory Board Student Court Food Committee	≥ 100 Mesa Court Residents (20% 3rd World students)	racially balanced committees; employment opportunities; and leadership positions	Collect Data
	> awareness of Ethnic Sensitivity Issues	Ethnic Sensitivity Task Force Programs and Meetings	Housing-wide Staff	see objective	Program evaluations
	effectiveness of RAs when dealing w/ 3rd World Residents	STUDENT STAFF TRAINING -One workshop per quarter on Cultural Awareness -One workshop during selection	23 Resident Assisants	see objective	Staff Observations and Student Evaluation

Housing and Food Services

Unit: Mesa Court

Date: March 27, 1984

1984-85

Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SIERRA CLASS			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LAGO CLASS			✓							✓		
Student Staff Training			✓	✓	✓	✓	✓			✓		
Spanish English Class			✓	✓	✓	✓	✓			✓		
Student Staff Selection Committee & Job Placement			✓	✓		✓	✓	✓		✓		
Measurement of Outcomes												
Progress Reports												
Final Report												

Housing and Food Services

Unit: Middle Earth

Date: March 27, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Staff Sensitive to Differences	Support for SAA students	Training program that begins in Spring and continues in 84-85	RS's and Professionals staffs	Better understanding of SAA students	Sensitivity in programs that students develop

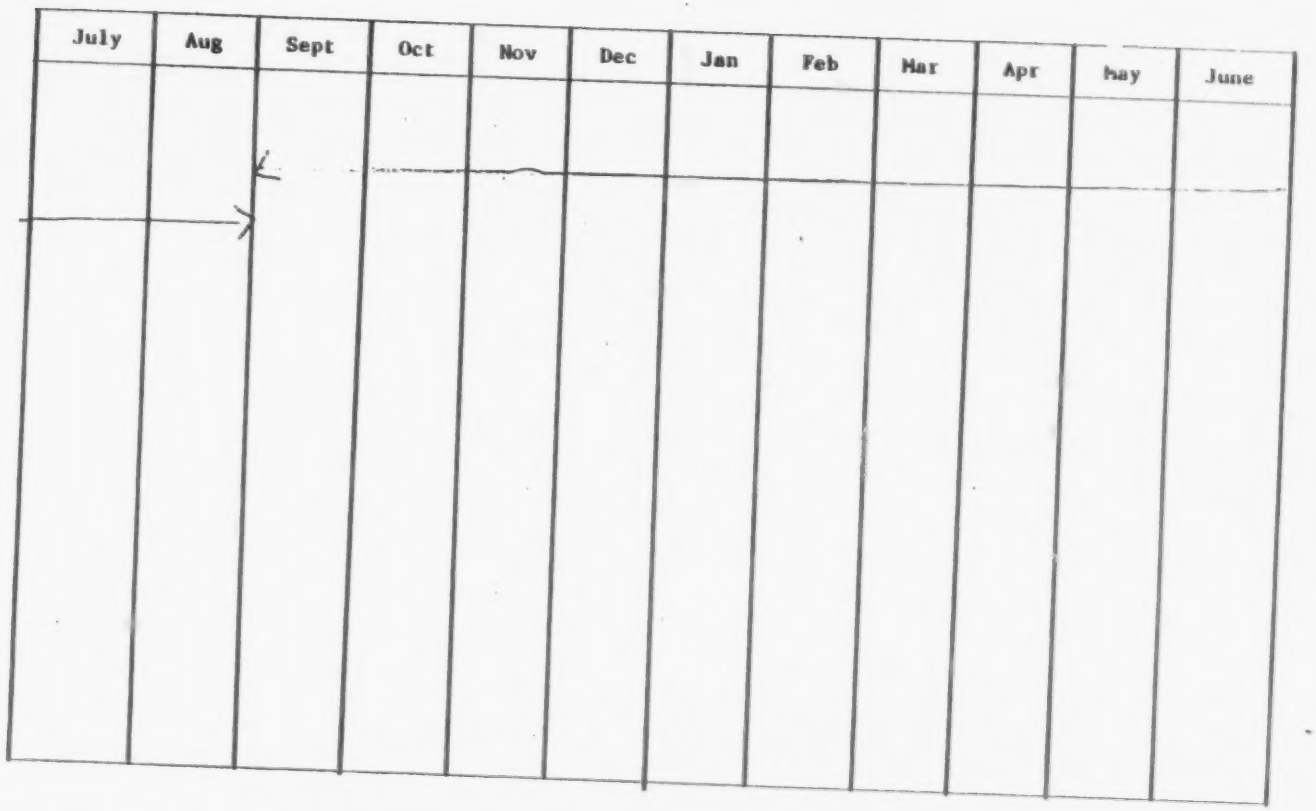
Housing and Food Services

Unit: MIDDLE EARTH

Date: 3/27/84

1984-85

Schedule of Activities



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INTERNATIONAL SERVICES

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Unit: International Services

Date: April 19, 1984

1984-85

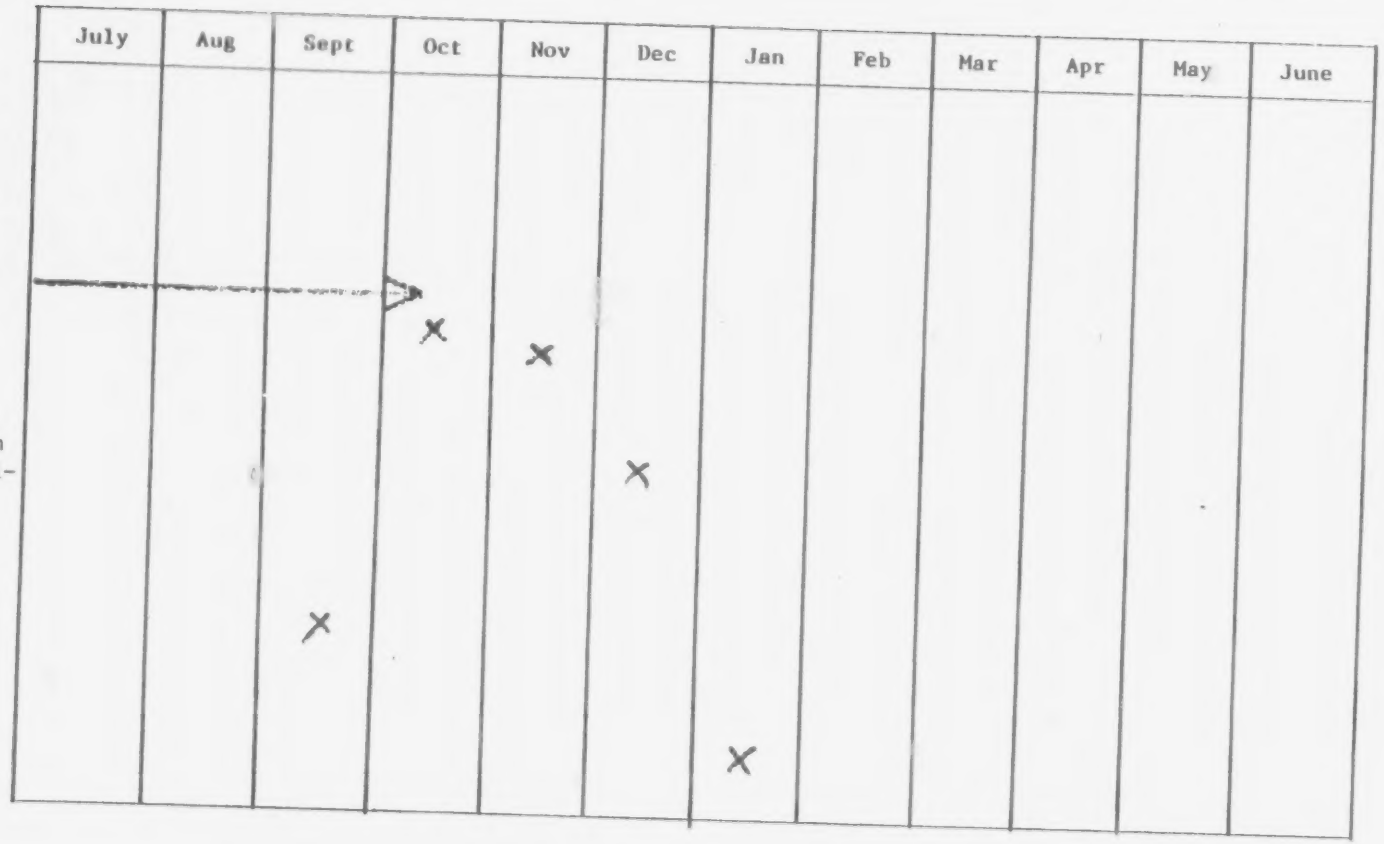
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV.D. To enhance the social adjustment of underrepresented SAA student to the University	1. To increase the positive attitude of SAA students towards the University social environment. 2. To increase the opportunities for SAA students to participate in the University's social environment. 3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students	International Day	SAA clubs and organizations	Increased participation	Larger numbers of student groups actively involved.

Unit: International Services

Date: 4/19/84

1984-85
Schedule of Activities



STUDENT ACTIVITIES

Unit: Student Activities

Date: March 28, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV - VIII D.	To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students	1. Work with the Black Greek Coordinating Council	Members of Black Greek organizations	Increased membership in Black Greek organizations	Feedback and participa-
		2. Schedule specific cultural programs on a quarterly basis in the University Center that relate to the needs of SAA students	SAA students	Greater involvement among SAA students in University Center activities	Participation level
		3. Continue to provide office/work space for interested SAA student organizations	SAA students	Greater success among SAA student groups	Feedback
		4. Continue to provide staff support to the Minority Pro- Committee weekly meetings	SAA students	Closer ties between Student Activities Staff and SAA student groups	Participation and specific program evaluations

Unit: Student Activities

Date: March 28, 1984

1984-85

Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Black Greek Coord. Council			X									
University Center programming			X									X
Office space in Student Activities			X									X
MPC staff participation												X
			X									X
Measurement of Outcomes												
???												
Progress Reports												
Final Report												

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STUDENT SUPPORT SERVICES

Unit: Student Support Services

Date: April 10, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
II.D. To increase the number of SAA students who enroll in UCI	To help all students make a/the decision to attend UCI or another institution "right for them".	1. UCI on Wheels 2. SPOP 3. Uni-Prep	All new UCI students	Natural increase in number of SAA students at UCI. More successful at UCI	All participants are asked to fill out evaluations. Also keep track of enrollment each quarter and GPA.
IV.B. To enhance the SAA students' sense of academic responsibility.	To increase the use of academic support services by all UCI students	1. SPOP and Uni-Prep workshops 2. N.S.S.	1. All new UCI students 2. Selected UCI students	Students more aware of support systems on campus-positive attitudes.	1. Some summer orientation research is done by questionnaire/survey 2. Evaluations
IV.D. To enhance the social adjustment of SAA students.	To increase the positive attitude of all students towards the University's social environment and get them involved.	SPOP and Uni-Prep workshops	All new UCI students	Students more aware of social and cultural activities, and not afraid of involvement.	Evaluation forms and survey.

Unit: Student Support Services

Date: April 10, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
V.B. To develop and enhance the SAA students' sense of academic responsibility.	To increase the use of academic support services by all UCI students	i. N.S.S. Info Booth (referrals, question's)	1. All individuals 2. Selected UCI students	Students more aware of academic support systems on campus.	1. Personal feedback 2. Evaluation forms
V.D. See IV.D					
VI.B. To develop and enhance the SAA transfer students' sense of academic responsibility	To increase the use of academic support services by all UCI students	SPOP/Uni-Prep	All new transfers to UCI	Transfer students more aware of academic support systems on campus.	Evaluation forms and particl pant survey.
VI.D. To enhance the social adjustment of SAA transfer students.	To increase the positive attitude of all transfer students towards the University social environment, and get them involved.	Summer Orientation Workshops.	All new transfer to UCI	Students more aware of social and cultural activities, and not afraid of involvement.	Personal feedback.

Unit: Student Support Services

Date: April 10, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
VII.B. To develop and enhance the SAA students' sense of academic responsibility. VII.D. See IV.D. VIII.C. See VII.B.	To increase the use of academic support services by all UCI students.	1. N.S.S. Info Booth (referrals, question's)	1. All individuals 2. Selected UCI students	Students more aware of academic support systems on campus.	1. Personal feedback 2. Evaluation forms

Unit: Student Support Services

Date: April 10, 1984

1984-85
Schedule of Activities

Program Activities/ Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SPOP	X—											
Uni-Prep			X									
New Student Services	X—											›
UCI on Wheels									X			
Measurement of Outcomes												
SPOP evaluation/survey	X—	›										
Uni-Prep Evaluations			X									
NSS Evaluations						X			X			X
UCI on Wheels - Eval.									X			
Progress Reports												
SPOP			X									
Uni-Prep				X								
NSS				X								
UCI on Wheels								X				
Final Report												
SPOP							X					
Uni Prep												
NSS							X					
UCI on Wheels												

UNIVERSITY CENTER

Unit: University Center

Date: April 6, 1984

1984-85

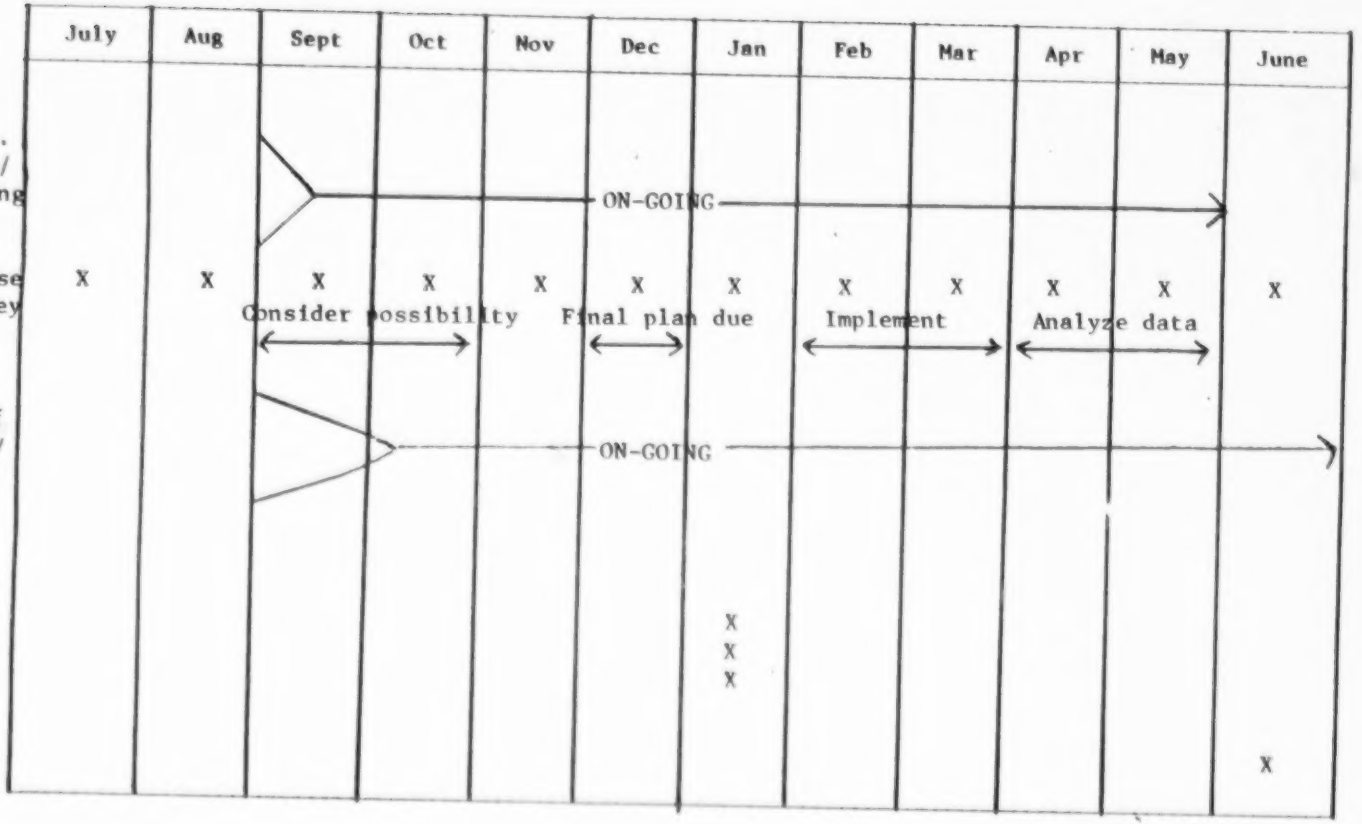
SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
GOAL To enhance the social adjustment of SAA students toward the University environment.	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW
OBJECTIVES To increase the positive attitude of SAA students towards the University's social environment.	1. Food service coordination with ethnic events.	Special meals, decorations	Open to all students, faculty and staff	Add cultural food dimension to event	Food service participation
	2. Provide office space for student organizations of cultural diversity.	Provide modular office, storage and work space	Registered student organizations	Support the operation and organization of student clubs	Monitor use of office by Student Activities
To increase the opportunities for SAA students to participate in the University's social environment.	3. Program music in Sound Connection that has cultural diversity.	Student questionnaires, staff discussion	Students, faculty and staff	Maintain diversity of participants using the facility	Possible counts of patrons by backround. (This might not be acheivable.)
	4. Hiring a culturally diverse student staff.	Recruiting and hiring program	Students	Maintain ethnic diversity of University Center student staff.	Monitoring balance of ethnic diversity
To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students	5. University Center co-sponsorship of programs of cultural nature.	Provide programs which are of interest to various ethnic populations	Students, faculty and staff	Various depending on the program	Participation in the program
N: All of the above ly to the programs ted.	6. Maintain records of facility usage by ethnic student groups.	Computer tabulations of reservations made by student groups	N/A	Develop profile of facility usage by individual student organizations	Analyze data
	7. Consider possibility of traffic survey to determine use of Univ. Ctr. facilities by students of ethnic backround.	Actual counts of users in building	N/A	Profile of facility use by individuals	Analyze data

Unit: University Center

Date: April 6, 1984

1984-85
Schedule of Activities



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WOMEN'S RESOURCE CENTER

Unit: Women's Resource Center

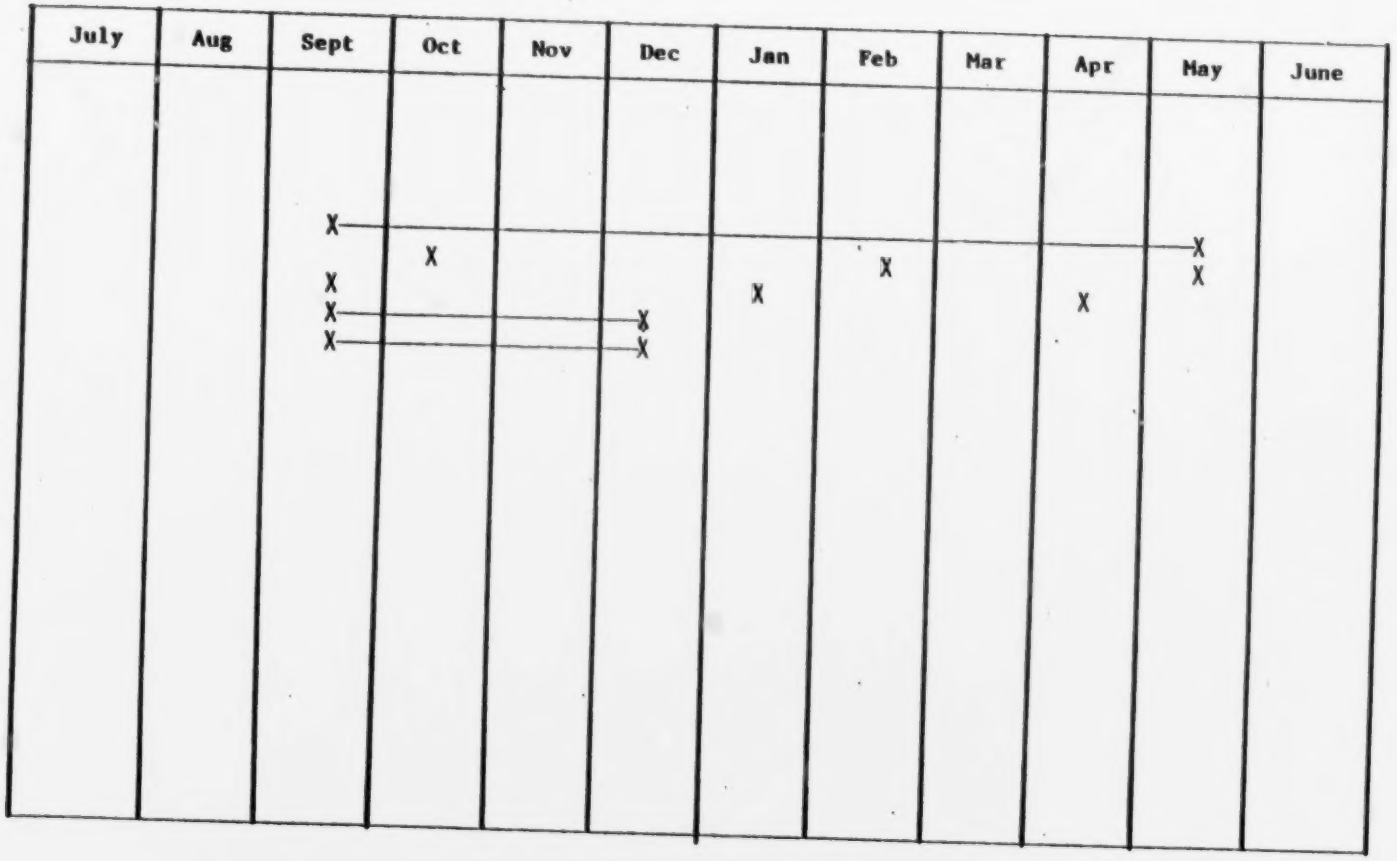
Date: March 28, 1984

1984-85

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
IV - VIII D.	Increase SAA participati · at WRC	1. Staff and Volunteer Training	SAA students	Better working relationships.	# of SAA participants, feedback
		2. Affirmative Action Funding Policy	SAA students and student groups	Improved relations	feedback, networking with groups
		3. Reading Group on Institutionalized Racism	SAA students and student	Improved relations, communications	feedback, participation, evaluations
		4. Black Women's Support Group	SAA students	Improvement for black women via networking	program evaluation
V - VIII E.	Increase participation	1. Third World Role Models in Careers	SAA students	Improve images and role models	# of SAA participants, feedback

Unit: Women's Resource Center

Date: March 28, 1984

1984-85
Schedule of Activities